

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180080**

**Grants.gov Tracking#: GRANT12659420**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180080

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

18-1838

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

The Trustees of Columbia University in the City of New York

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

135598093

\* c. Organizational DUNS:

0491794010000

### d. Address:

\* Street1:

615 West 131st Street

Street2:

Room 600 CR1, Mail Code 8725

\* City:

New York

County/Parish:

New York

\* State:

NY: New York

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

10027-7922

### e. Organizational Unit:

Department Name:

A&S Middle East Inst (MEI) 411

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Rudina

Middle Name:

\* Last Name:

Odeh-Ramadan

Suffix:

Title: Vice President for Research Administration

Organizational Affiliation:

The Trustees of Columbia University in the City of New York

\* Telephone Number:

212/854-6851

Fax Number:

212/854-2738

\* Email: MS-Grants-Office@columbia.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Middle East Institute, Columbia University, Title VI Proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="663,029.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="663,029.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	118,750.00	121,450.00	123,439.00	125,468.00		489,107.00
2. Fringe Benefits	39,188.00	40,079.00	40,735.00	41,404.00		161,406.00
3. Travel	14,200.00	12,400.00	11,200.00	12,400.00		50,200.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	2,500.00	2,500.00	2,500.00	2,500.00		10,000.00
6. Contractual	0.00	20,000.00	0.00	20,000.00		40,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	74,000.00	53,550.00	71,400.00	47,750.00		246,700.00
9. Total Direct Costs (lines 1-8)	248,638.00	249,979.00	249,274.00	249,522.00		997,413.00
10. Indirect Costs*	19,891.00	19,998.00	19,942.00	19,962.00		79,793.00
11. Training Stipends	394,500.00	394,500.00	394,500.00	394,500.00		1,578,000.00
12. Total Costs (lines 9-11)	663,029.00	664,477.00	663,716.00	663,984.00		2,655,206.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 07/01/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 31.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180080

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Filled For Validation	Senior Project Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Columbia University	06/22/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="The Trustees of Columbia University in the City of New York"/> * Street 1: <input type="text" value="615 West 131st Street"/> Street 2: <input type="text"/> * City: <input type="text" value="New York"/> State: <input type="text" value="NY: New York"/> Zip: <input type="text" value="10027"/> Congressional District, if known: <input type="text" value="NY-013"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowships Program"/> CFDA Number, if applicable: <input type="text" value="84.015A and B"/>	
<b>8. Federal Action Number, if known:</b> <input type="text" value="ED-GRANTS-052518"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Filled For Validation"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Talía"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Jimenez Ramirez"/> Suffix <input type="text" value="PhD"/> Title: <input type="text" value="Senior Project Officer"/> Telephone No.: <input type="text" value="212-854-6851"/> Date: <input type="text" value="06/22/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA\_Statement\_2018.pdf

Add Attachment

Delete Attachment

View Attachment

## **The Trustees of Columbia University in the City of New York**

### **GEPA Section 427 Statement - 2018**

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

*This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University's campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.*

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Trustees of Columbia University in the City of New York

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Brinkley		Messick	

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2128542201	

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bmm23@columbia.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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\* Attachment:

## PART II

### ABSTRACT

Columbia University (CU) has made major new commitments to its very strong Middle East (ME) program, building on existing faculty strengths, and opening up new opportunities for faculty and students to examine transnational connections, develop Islamic studies, and deepen specialist expertise on the region. Founded in 1954, the Middle East Institute (MEI) uses Title VI funding to support and coordinate these developments, linking faculty, students, and thriving programs across the university, and also covering gaps, encouraging new initiatives, and providing broad outreach, while ensuring that a diversity of views is represented, rigorous research informs the lectures, workshops, and events, academic freedom and free speech are protected, and debate is civil and open (*Absolute Priority #1*). Columbia addresses a unique public in the City of New York, and it remains the epicenter of university-based scholarship, programming and debate on Israel and Palestine.

In the past four years, the institute has assumed responsibility for and enhanced the interdisciplinary MA Program in Islamic Studies (ISMA), harnessed the university's field leadership by launching an interregional Center for the Study of Muslim Societies (CSMS), created three innovative collaborative series with institutes and professional schools (on translation, immigration and climate change), significantly upgraded its institute staff, and augmented the scale and professionalism of its outreach activities. (See [www.mei.columbia.edu](http://www.mei.columbia.edu))

In the same period, the university recruited outstanding new faculty, endowing 4 new positions (including 3 chairs). Columbia has one of the largest ME faculties of any university, with 110 full-time appointments, including 45 Professors, 7 Associate Professors, 15 Assistant Professors in tenure track positions as well as 6 lecturers, and 14 language lecturers. In addition, there are 17 adjuncts, with most teaching long term. Nearly 8,500 students took ME area studies courses in 2014-18, and, in the same period, over 2,500 students took ME language courses. In 2017-18, there were a total of 76 area-focused PhD students in 8 academic departments.

To provide resources for a better understanding of the Middle East, our research libraries house ME research collections of close to 500,000 titles, and in 2017-18 allocated \$348,285 for collecting Middle East materials. Library resources include unique film collections and on-line research tools and MEI faculty and librarians are committed to creating an informed public.

To increase our impact, the MEI has set three goals over the next four years:

**(1) Building Teacher Capacity and increasing participation in K-14 teacher and language instructor training (*Absolute Priority #2*)** We will further develop our NYCDOE accredited PD courses for classroom teachers, including intensive summer institutes. We also seek to strengthen our long-time partnership with Teachers College (TC) (*Competitive Preference Priority #2*) and to encourage more TC students to study the diversity of the ME by supporting TC graduate students research on the ME with summer funding, collaborating on conferences, engaging Columbia faculty in advising interested TC students on ME course selection and research opportunities, and developing and supporting a new introductory course on the ME for social studies teachers at TC. We will continue to collaborate with the Global Language Project (GLP) to provide professional pedagogical training for Arabic language teachers.

**Middle East Institute at Columbia University  
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Foreign Language and Area Studies Fellowships Programs**



**(2) Strengthen ME area studies and language capacity at Minority Serving Institutions (MSI) and 2-year colleges (*Competitive Preference Priority #1*)** by intensifying our partnership with LaGuardia Community College to raise the profile of and institutionalize ME studies. We will provide support for area studies instruction through guest lectures and the development of new courses, co-sponsor a yearly film festival and increase Arabic language instruction capacity, in cooperation with *NaTakallam*, a non-profit organization that pairs refugees as Arabic conversation partners. We also will expand our involvement with other MSI in NYC, such as Hunter College and continue to award one Summer FLAS grant per year to a qualified student of Arabic at Hunter.

**(3) Increasing participation of professional school students in area studies and in the study of priority ME languages** by covering disciplinary and regional gaps through continued support for area studies course offerings on the modern Middle East of special interest to students in the professional schools such as SIPA (Iran, the Gulf, Afghanistan, Turkey, and Security Studies); supporting our long-standing series of public lectures and conferences on contemporary ME politics; providing language faculty with continued training and funding to develop innovative teaching resources; and supporting initiatives that bolster language practice outside of the classroom (language maintenance courses/language tables/film screenings/cultural events).

We address Absolute Priorities and Competitive Preference Priorities through our program goals laid out above. *Absolute Priority #1* (Diverse Perspectives and Wide Range of Views in Funded Activities) is addressed in the required format Part III (“Description ...”) of this proposal.

As regards the FLAS program, we are requesting a total of 11 AY FLAS awards and 9 Summer Awards in order to respond to the demand from qualified candidates. FLAS fellowships will be awarded using USED guidelines, taking into account both merit and financial need. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second ME language acquisition. *Competitive Preference Priority #1* will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria. As with the current grant cycle, one summer FLAS award will be set aside for a qualified student from Hunter College (an MSI) for the study of Arabic. 100% of our FLAS awards are for Less Commonly Taught Languages, Arabic, Hebrew, Persian, Turkish and Armenian (*Competitive Preference Priority #2*).

**Middle East Institute at Columbia University  
National Resource Centers and  
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## Project Narrative File(s)

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## **PART II/C: List of Acronyms**

AATA	American Association of Teachers of Arabic
AATP	American Association of Teachers of Persian
AATT	American Association of Teachers of Turkic
ACO	Arabic Collections Online
ACTFL	American Council on the Teaching of Foreign Languages
AKU-ISMC	Aga Khan University Institute for the Study of Muslim Cultures
AIYS	American Institute for Yemeni Studies
A&S	Arts & Sciences
ARC	Academic Review Committee
ARIT	American Research Institute in Turkey
AUB	American University in Beirut
AUC	American University in Cairo
AY	Academic Year
CASA	Center for Arabic Studies Abroad
CALL	Computer-Assisted Language Learning
CCE	Center for Career Education
CCLS	Center for Comparative Literature and Society
CDRS	Center for Digital Research and Scholarship
CEO	Columbia Experience Overseas
CGC	Columbia Global Centers
CIAO	Columbia International Affairs Online
CCNMTL	Columbia Center for New Media Teaching and Learning
CFIS	Center for Iranian Studies
CLS	Critical Language Study (fellowship)
CLS	Collaborative Learning Space (language learning facility)
CPS	Center for Palestine Studies
CSSAAME	<i>Journal of Comparative Studies of South Asia, Africa and the Middle East</i>
CSMS	Center for the Study of Muslim Societies
CSSD	Center for the Study of Social Difference
CU	Columbia University
CUIT	Columbia University Information Technology
CUL	Columbia University Libraries
CUNY	City University of New York
DAATL	Deep Approach to Turkish Teaching and Learning
DGS	Director of Graduate Studies
DUS	Director of Undergraduate Studies
GEPA	General Education Provisions Act
GLP	Global Language Project
GSAS	Graduate School of Arts and Sciences
GSAPP	Graduate School of Architecture, Planning and Preservation
IAS	Institute of African Studies
ICLS	Institute for Comparative Literature and Society
IJS	Institute for Israel and Jewish Studies

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IIS	Institute for Iranian Studies
ISMA	Islamic Studies MA
IRCPL	Institute for Religion and Culture in Public Life
IRWGS	Institute for Research on Women, Gender and Sexuality
ISHR	Institute for the Study of Human Rights
LMTs	Language Maintenance Tutorials
LRC	Language Resource Center
MaRLI	Manhattan Research Library Initiative
ME	Middle East
MESAAS	Middle East, South Asian and African Studies (Dept.)
MEI	Middle East Institute
MEMP	ME Materials Project
MIA	Master of International Affairs
MLIS	Master of Library and Information Science
MSA	Modern Standard Arabic
MSI	Minority Serving Institution
MWG	Migration Working Group
NYPL	New York Public Library
NYCDOE	New York City Department of Education
NYATC	New York Arabic Teachers Council
OCLC	Online Computer Library Center
OCS	Office for Career Services (SIPA)
OGP	Office for Global Programs
OPI	Oral Proficiency Interview
PD	Professional Development
SAI	South Asia Institute
Sciences Po	Institut d'Etudes Politiques de Paris
SHARES	(formerly) Research libraries group shares
SIPA	School of International and Public Affairs
TC	Teachers College, Columbia
TFs	Teaching Fellows
UTS	Union Theological Seminary, Columbia

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**Middle East Institute at Columbia University**  
**National Resource Centers and Foreign Language and Area Studies Fellowships Programs**

## PART II

### APPLICATION NARRATIVE

#### Middle East Institute, Columbia University

##### A. Program Planning and Budget

A.1 Program Planning and Institutional Goals. Three institutional goals guide the initiatives for which we seek funding for the next four years: (1) **Teacher Capacity Building and increased participation in, and impact of, K-14 teacher and language instructor training**. We seek to (a) further develop our New York City Department of Education (NYCDOE) accredited Professional Development (PD) courses for classroom teachers, including intensive summer institutes and short workshops. Our PD courses build on Columbia's strengths, faculty interests and Middle East Institute (MEI) programming. In 2019 we will run a spring workshop on "Muslim Diasporas" and a summer institute on "Teaching Arabic Literature in Translation" in partnership with the Arabic Department. With a more active and professional outreach program in place, we are requesting grant funds to allow us to upgrade our outreach staff position in order to retain and attract the most qualified candidates (Budget A1.2). We seek to (b) further strengthen our long-time partnership with Teachers College at Columbia University (TC) and to encourage more TC students to study the diversity of the Middle East (ME) by (i) supporting TC graduate students research on the ME with summer funding; (ii) collaborating on conferences with TC: an Anthropology and Education conference is planned for October 2018 (Budget H3); (iii) engaging Columbia faculty in advising interested TC students on ME course selection and research opportunities, and (iv) developing and supporting the new introductory course on the ME for social studies teachers at TC (Budget A2.4). We will also (c) continue to collaborate with Global Language

Project (GLP) to provide professional pedagogical training for Arabic language teachers (Budget H2; Letter of Support from GLP: Part IV, Appendix D).

**(2) Strengthening ME area studies and language capacity at Minority Serving Institutions (MSI) and 2 year colleges** by intensifying our partnership with LaGuardia Community College for a broad collaboration to raise the profile of and institutionalize ME Studies by (a) pairing qualified Columbia University (CU) graduate students with LaGuardia faculty to co-teach existing courses and collaborate on the development of new courses on ME history, cinema, and literature (Budget H5); (b) partnering with the LaGuardia Arabic Department to increase capacity and offer enhanced Arabic conversation practice for students through *NaTakallam*, a non-profit organization that pairs Syrian and Iraqi refugees as conversation partners with students studying Arabic (Budget H4); (c) stimulating student and public interest in the ME and its diversity by co-sponsoring the New York Forum of Amazigh Film at LaGuardia and using the festival as a platform for scholarly interchanges between LaGuardia and Columbia faculty and students working on the Maghreb region (Budget H6); (d) encourage student and public interest in the ME by providing CU affiliates as guest speakers at LaGuardia on topics related to the region (Budget H7). We will expand our involvement with other MSI in NYC, such as Hunter College, by (e) opening select CU faculty initiatives, such as the Ifriqiyya Colloquium and the Shari'a and Islamic History workshops to City University of New York (CUNY) college faculty; and (f) maintain our collaboration with Hunter College's Arabic program by continuing to ear-mark one of our summer FLAS fellowships for an eligible Hunter College student (Letter of Support from Hunter College and LaGuardia Community College: Part IV, Appendix D).

**(3) Increase participation of professional school students in area studies and in the study of priority ME languages** by (a) covering disciplinary gaps through continued support for area studies course offerings on the modern ME (including courses on Iran, the

Gulf, Afghanistan, and Turkey), which are of special interest to students in professional schools and undergraduates; (b) sponsoring lecture series and conferences on current topics, such as (i) the MENA Forum, a visiting lecture series with policy makers from the region; (ii) the annual School of International and Public Affairs (SIPA) based Migration symposium as part of MEI's new *In Motion* series; (iii) the new *In Change* programming on the environment and climate, a collaboration with Graduate School of Architecture, Planning and Preservation (GSAPP) and (iv) MEI's new *Peninsular Lecture Series* featuring academics from the Gulf (Budget F1) (c) providing our language faculty with continued professional development opportunities, as well as funding to develop teaching resources (Budget I1&I2); and (d) continuing to support initiatives that bolster language practice outside of the classroom, including (i) lectures in Hebrew, (ii) language maintenance courses and (iii) language tables, as well as (iv) foreign language film screenings (budgetI3).

A.2. Development Plan. Funds representing 11.2% of the 2018-22 budget request will strengthen and expand our teacher training capacity and K-12 outreach programs and further strengthen Columbia's ability to train teachers who are knowledgeable about the ME; 17% of our request will be allocated to expenditures that strengthen our collaboration with MSIs. 9% of our budget request will support area studies instruction and 9.3% of our requested budget will provide support to language programs at CU and LaGuardia. Workshops, conferences, public lectures as well as cultural events, representing 6% of NRC funded activities, will improve the breadth, depth, and quality of student training in Middle East studies. Institute administration costs, including personnel and evaluation costs are 40.2% of our request. Absolute priority activities and competitive priority activities constitute 28% of our overall NRC request.



A.3. Costs. The costs of the proposed activities are substantial yet reasonable and are leveraged with university and other funds wherever possible. In 2018, we will host a 2-day conference on Arabic Literature in its Afro-Asian Contexts using \$5,000 of USED funds, with the remaining \$10,000 budget coming from the department of Comparative Literature, Institute for Comparative Literature and Society (ICLS), Middle East, South Asian and African Studies Department (MESAAS) and University Seminars. Costs for *In Change* will be shared with the Amman Global Center and GSAPP. The Ifriqiyya Colloquium is jointly funded by the departments of Anthropology, MESAAS and the MEI. *In Translation* is spearheaded by the MEI but will also be funded by ICLS, the Heyman Center, and the School of the Arts. The *New Works* book launch series is a collaboration between MEI and other units and academic departments. The bulk of the costs related to training tri-state area Arabic language instructors is carried by GLP who organize and staff the events. The \$25,000 on average per grant year we are requesting for adjunct salaries to teach needed courses on the region represents 2% of what Columbia spends directly for ME area studies alone.

A.4. Long-Term Impact. A regular yearly course on the ME for current and soon to be social studies teachers will increase the number of qualified teachers in US schools teaching about the Middle East. The funds allocated for the training of new and current area Arabic language instructors teaching in K-14 schools, as well as our collaboration with MSIs, will build much-needed capacity, widening the pool of qualified Arabic language teachers, and expanding the pool of students with ME knowledge in our region. Robust public affairs programming, as well as funds provided to the language department for enhanced teaching resources will enhance the quality of the training and attract more students into the field at an earlier stage of their studies. Continued funding and expansion of curricular offerings for the professional

schools, in conjunction with increased study-abroad opportunities and internships will increase the number of students with regional experience and advanced language proficiency.

## **B. Quality of Staff Resources**

B.1. Faculty. CU's ME faculty are highly productive and nationally visible, with firm links not only to national and international scholarly networks, but also to the disciplinary departments in which they are appointed. Of the MEI faculty who hold full-time professorial appointments or lectureships and typically devote 75-100% of their university effort to the ME region, we have 70 full-time appointments, including 21 Professors, 6 Associate Professors, 9 Assistant Professors in tenure track positions as well as 4 lecturers, and 15 language lecturers. In addition, there are 10 adjuncts most of whom have been teaching long term, as well as 3 to 5 visiting faculty each year. Substantive faculty strengths are detailed in Section F.1&2 and in Appendix A.

CU's commitment to excellence ensures that it recruits only the most highly qualified faculty for its programs. All full-time faculty are chosen in a rigorous search process; positions are advertised nationally and internationally. Tenure requires excellence in teaching, university and professional service, and national recognition as a published scholar. Committees on Instruction scrutinize courses, and students are asked to evaluate faculty teaching. All faculty expect to be called upon to advise students, write letters of recommendation, and supervise special projects, along with formal classroom activities. The university offers strong support in faculty development, granting tenured faculty a semester of paid leave (or a year at half pay) every 3.5 years. Assistant professors are granted a similar leave during their first five years of teaching. CU supports research and travel through yearly allocations (Table 2) and faculty have also been very successful in securing additional funds to support travel or research residence in the region. Virtually all of the core faculty can be

expected to spend time in the ME over any given four-year period. We request funds to assist regional travel by our regular adjunct faculty for whom travel funds are not available (Budget C2).

B.2. MEI Staff and Structure. Brinkley Messick, Professor of Anthropology and MESAAS, has directed the MEI since 2015. His courses and scholarship focus on the anthropology of law, legal history, written culture, and the circulation and interpretation of Islamic law. He is a co-founder of the Center for Palestine Studies (CPS) (2010), the Sharī'a Workshop (2015), and the new Center for the Study of Muslim Societies (CSMS) (2018). His *Sharī'a Scripts* (2018) is a work of historical anthropology focused on Islamic Law. The MEI's Associate Director, Astrid Benedek, was hired in December 2003 and holds an MA from SIPA and a BA in ME and African Studies from Georgetown University. She previously spent 15 years in the not-for-profit sector managing international education programs for the Open Society Institute. Helen Malko, the Program Manager for the CPS, oversees its programming and outreach. She holds a PhD in Archaeology and Anthropology from Stony Brook University and an MA in Archaeology of the Ancient Near East from Baghdad University.

The MEI has significantly upgraded its professional staff in the last four years. Kathryn Spellman Poots, hired in 2017 to upgrade advising and core course instruction in the institute's MA program, is Visiting Associate Professor of Islamic Studies and Academic Program Director at the MEI. Dahlia El Zein, our part-time MEI Outreach Coordinator since 2016, holds an MA in Arab Studies from Georgetown University. MEI Administrator Simone Rutkowitz holds an MA in Near Eastern Studies from New York University, and continues to volunteer with the International Refugee Assistance Project. A SIPA-funded student assists the Associate Director with our public lectures and other events. The MEI operates with an

Executive Committee consisting of senior faculty representing ME faculty across academic departments in the social sciences and humanities.

**B.3. Nondiscriminatory Employment Practices.** Diversity, inclusion, and equity lie at the heart of the CU experience, as evidenced by multiple initiatives. Pursuant to Section 427 of General Education Provisions Act (GEPA), CU's non-discriminatory employment policies require rigorous attention to the recruitment of people belonging to traditionally underrepresented groups. At CU, 26% of the faculty and 37% of the professional staff are racial and/or ethnic minorities, while women represent 40% of the faculty and 57% of the professional staff. Of CU's 20 schools and colleges, women head 10, including most of its professional schools. A Vice Provost for Diversity Initiatives position was established in 2004 to support the recruitment and retention of women and minority faculty members, based on a private donation of \$15 million in 2005 and a \$30 million Presidential award in 2012. With the University's recent commitment of \$100M, the total investment in faculty diversity support stands at \$185M. The University-wide Faculty Diversity Initiative supports faculty recruitments, junior faculty career success, pipeline programs, and programming intended to enhance the climate of inclusiveness, among other initiatives. CU maintains many formal and informal connections with the diverse society and economy of NYC.

## **C. Impact and Evaluation**

**C.1. / C.2. Impact, Activities that Address National Need and Generating Information for the Public.** The data in Table 1 shows that our activities in the past 4 years have trained a large number of foreign language specialists in Arabic, Persian and Turkish, as well the number of specialists who graduate with a significant number of ME area studies courses. Placement data suggests that a meaningful percentage of our graduates pursue employment in government. Details on Columbia's programs for facilitating undergraduates and graduates

entering careers in government are described in detail in the “Statement on Promoting Areas of National Need” and in Section H.3 on career advising. As stated earlier, MEI’s emphasis in the coming grant cycle will be to continue to reach beyond our own campus and work with a number of MSIs and 2-year colleges to introduce or enhance ME course offerings, develop student interest and build institutional capacity and to extend our teacher training activities in order to incorporate knowledge about the ME into the K-12 curriculum, resulting in an increase in the quantity and quality of specialists ready to pursue employment in areas of national need.

**Table 1: Impact of Activities on University, Region and Nation, 2014-2018**

	Activity	Impact	Output Indices
Training students	Language Instruction	Increased ME language expertise in the U.S.	2514 students enrolled in ME languages 48 students took Language Maintenance Tutorials in ME languages
	Undergraduates	Increased awareness and knowledge of ME among college-trained Americans	5,976 undergraduates enrolled in area studies courses 155 MESAAS majors 416 students graduate w/15 or more ME credits 35 students/year in dual-degree program with Sciences Po focus on the ME
	Graduates	Increased number of ME specialists prepared for academia, government, and the professions	76 PhD students working on ME in 7 departments in 2017-18 2,381 graduate students enrolled in area studies courses 268 MA graduates w/15 or more ME credits, 33% of those are SIPA students, 47 PhDs awarded
	FLAS Fellowship	Increase in students pursuing advanced ME language proficiency	28 AY FLAS, 44 Summer FLAS awarded 45% studying at Advanced Level, 35% at Intermediate Level
	Study Abroad	Enhanced experience for American students in the ME	200 undergraduate students studying in ME, 14 approved programs 327 students in the past 2 years approved for travel to region for study abroad, internships, research and shortterm visits Funding for language study, research and other projects funded through MEI and IJIS grants, as well as CU Presidential Fellowships Columbia Experience Abroad program provides internship in region for undergraduates
Placement of Graduates	Grants for Research & Conferences	Facilitate dissertation research in the ME and professional development opportunities for PhD candidates	64 PhD students funded in summer 2018 for research in region Over 60 papers at conferences, with over \$35,000 in conference travel funds by depts. and \$3000 by MEI.

	Career Placement	ME studies graduates placed in a variety of positions in education, government, NGO sector, and business	12% SIPA 2017 graduates work for US federal and local government 16% of undergraduates working in education, 8% in government and military
Curriculum & Staff Development	New Course Development	Building a curriculum to meet the training needs and attract more students	138 area studies courses in 2017-18, 34 of them new MEI funded courses on region to cover curricular gaps
	Staff Development	Building Staff capacity to meet the teaching and research needs on the ME at Columbia	3 new chairs and 1 visiting position established 4 junior faculty tenured, 12 % increase in area faculty salaries
	Faculty Research	Furthering and dissemination knowledge about the ME	126 Books, 12 edited books, 283 Articles \$997,000 in research funds
Outreach to postsecondary institutions, general public, schools and media	Library Resources	Increasing access to the ME collection for the university, region and nation.	58 visiting scholars in ME provided access to library <a href="http://www.virtualMElibrary">www.virtualMElibrary</a> , 20,000 hits/month AMIR (Open Access ME resources), 1,000 subscribers
	Online Resources	Providing comprehensive resources for collaboration, research, news, opportunities, events, and publications	Gulf 2000, 1,800 experts sharing information on Persian Gulf Columbia on YouTube, TCs "iTunes" site CIAO website, 45,000 hits/month MEI subscriber list, 2300
	Post-secondary conferences & events	Increase exposure to expertise on ME for students, faculty and community; engage with ME specialists worldwide;	Total events: 142, w/average attendance ~27, total attendance 8,500; 72 events on current affairs, covering region (Iran, Iraq, North Africa, Israel. Palestine, the Gulf, Levant) 25% jointly with regional institutes, 38% with other units of the university,
	K-12	Exposing K-12 pupils in NY region to ME Training teachers to integrate ME into the K-12 curriculum Developing and providing materials for K-12 teachers and students	460 teachers reached through professional development workshops, collectively teaching over 13,000 students/year  \$2000 worth of books and materials provided to teachers
	Media, Business, General Public	Increasing exposure of general public to ME-related knowledge and information	40 to 60% of audience for MEI public events are members of general public; over 90 media appearance, 40 interviews or op-ed pieces /year by ME faculty

C.3. Equal Access. As pursuant to Section 427 of GEPA, CU and MEI in particular are committed to equal access and treatment of students and program participants. CU employment policies and admissions policies expressly prohibit discrimination and actively encourage increased minority participation in the academic mission of the university. Within

the Ivy League, Columbia College has the highest percentage of minority students enrolled. Since Columbia College shares courses with Barnard, approximately two-thirds of the undergraduate population is female. The School of General Studies (GS) hosts a number of programs to encourage increased minority student participation in international affairs and area studies programs, including the Global Scholar Program which brings students from Hostos Community College in the Bronx to GS and then to SIPA, and the Yellow Ribbon program which attracts veterans to Columbia (112 enrolled this year). Quite a few of these veterans have spent time in the ME and Afghanistan and are interested in building upon this experience by studying the languages, history and culture of the region.

All events, competitions, courses, and projects operate in accordance with Columbia's strict guidelines on affirmative action (see GEPA). Redesigned walkways and building entrances, new ramps and elevators make the campus more accessible to wheelchair-bound people. Elevators refurbished with Braille control panels and equipped with audible floor indicators have improved facilities for the blind. Restrooms in many buildings, including Knox Hall where many ME classes are taught, are now wheelchair accessible. Free "reporter" services are provided for deaf students. The MEI is also working with the university's ethnicity coding project, which collects data for the federal government's IPEDS program, to specifically monitor participation rates of minority students and students with disabilities in all ME related programs.

C.4 Evaluation Plan. The external evaluation of the MEI will be conducted by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized external evaluator. CEEP's content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO; and providing

evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (ED).

More specifically, CEEP has extensive prior experience providing technical assistance and developing and implementing external evaluations of National Resource Centers and Area Studies programs. CEEP has served as an external evaluator and/or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (Indiana University, Georgetown, Harvard and Columbia). The CEEP Project Director for this evaluation (Dr. Ruddy) has served as an Advisory Board member to the USDOE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs.

CEEP's prior experience working with Title VI funded centers across the past twelve years, and with MEI during the 2014-18 grant application, will provide a strong foundation for the proposed external and internal evaluation. The results will allow the MEI to continue to efficiently and effectively use the evaluation results to both improve the quality of ongoing activities and to measure impact.

C.5 Evaluation Components. The external evaluation conducted by CEEP will be complemented by ongoing internal evaluation. Both the internal and external evaluation will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which the MEI successfully meets the GPRA measures and the three established goals (corresponding to the Title VI priorities): Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training; Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges; and Increase



participation of professional schools students in area studies and in study of priority ME languages at Columbia.

As evidenced in the table below, CEEP worked closely and collaboratively with MEI to develop meaningful and specific *goals* and *performance measures*; and to develop project-specific, and quantifiable, outcome *indicators* to assess progress towards goals. Similar information plus corresponding activities are included in Appendix C on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

<b>Project Goal #1: Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training (AP2 and CPP 2)</b>			
<b>Performance Measures</b>	<b>Indicators</b>	<b>Timeline</b>	<b>Method</b>
Increase K-16 teachers' knowledge and use of Middle East content and language pedagogy by 10% annually	<ul style="list-style-type: none"> <li>• Number of K-16 teachers and instructors participating in workshops</li> <li>• Number of contact hours</li> <li>• Number of teachers earning PD credit</li> <li>• Percentage of participating K-16 teachers who report increased knowledge of the Middle East as a result of workshops</li> <li>• Percentage of participating K-14 teachers who report using /workshop content in their teaching</li> <li>• Number of conferences and workshops held with TC's Anthropology Department</li> </ul>	Annual Annual Annual Year 2 & 4 Year 2 & 4 Annual	Grantee/program records Grantee/program records Grantee/program records CEEP Outreach Survey CEEP Outreach Survey Grantee/program records
Increase production of qualified language instructors for NYC region school systems by 20% through collaboration with GLP by the end of the grant period	<ul style="list-style-type: none"> <li>• Number of K-16 teachers and instructors participating in workshops</li> </ul>	Annual	Grantee/program records
Increase curricular offerings on ME by introducing a new course at Teachers College for pre-service and in-	<ul style="list-style-type: none"> <li>• Number of semester-long course on ME in the Social Studies Department at TC</li> </ul>	Year 1	Grantee/program records

service teachers by the end of the grant period			
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**Project Goal #2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges (CPP 1)**

Performance Measures	Indicators	Timeline	Method
Increase numbers of faculty who offer courses and number of students at partnering MSIs graduating with Middle East area studies coursework by 10% annually	<ul style="list-style-type: none"> <li>Partnership agreement</li> <li>Number of faculty at partnering MSIs who offer courses with ME area studies content</li> <li>Number of students at partnering MSIs enrolled in courses with ME area studies content</li> <li>Percentage of participating MSI faculty and who report increased interest and use of ME area studies content and resources as a result of participation</li> </ul>	Year 1  Annual  Annual  Year 2 & 4	Institutional records MSI Registrar  MSI Registrar  CEEP Outreach Survey
Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually	<ul style="list-style-type: none"> <li>Number of public programs</li> <li>Number of CU guest speakers in-classroom and public lectures at La Guardia introducing ME studies</li> <li>Number of CU initiatives available to MSI college faculty</li> <li>Number of MSI college faculty participants</li> </ul>	Annual  Annual  Annual  Annual	Grantee/program records Grantee/program records  Grantee/program records Grantee/program records
Increase opportunities for MSI students' studying Arabic comprehension and speaking skills by 25% by the end of the grant period	<ul style="list-style-type: none"> <li>Number of one-on-one conversation practice sessions</li> </ul>	Annual	Grantee/program records

**Project Goal #3: Increase participation of professional school students in area studies and in study of priority ME languages at Columbia LCTLs**

Performance Measures	Indicators	Timeline	Method
Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15% by the end of the grant period	<ul style="list-style-type: none"> <li>Number of events held</li> <li>Number of participants at events</li> </ul>	Annual  Annual	Grantee/program records Grantee/program records
Increase the number of students taking one or more semester of "Language Maintenance Tutorials" through the LRC by 10% by the end of the grant period	<ul style="list-style-type: none"> <li>Number of students taking one or more semester of "Language Maintenance Tutorials" in Arabic, Hebrew, Turkish and Persian</li> </ul>	Annual	Grantee/program records

Increase the number of students participating /attending informal language learning events by 20% by the end of the grant period	<ul style="list-style-type: none"> <li>• Number of students participating in language tables</li> <li>• Number of students attending screenings of original language films</li> </ul>	Annual Annual	Grantee/program records Grantee/program records
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C.6 Evaluation Timeline. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. **Formative Evaluation:** The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2. **Summative Evaluation:** Evaluation in years 3-4 will primarily analyze the outcomes of the MEI activities/programs. For example, CEEP will measure the extent to which MEI has impacted students, faculty, and the community. To accomplish this, CEEP will follow up with former participants, including those from K-12 schools, community colleges, businesses and the media. An online “Outreach Survey” will be administered to determine the extent to which the MEI has impacted participants’ teaching, career, research, studies, and language use in Years 2 and 4. A “Grand Survey”, will be administered to all academic program affiliates of the center including current undergraduate and graduate students, alumni, and FLAS recipients, with a focus on MEI’s MA Program in Years 2 and 4. The survey will determine the impact MEI has had on their current/future studies and careers. Additionally, MEI can use the data gathered on this survey to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.

C. 7 Previous Evaluations. In AY 2016-17, the MEI and the ME program at Columbia underwent a multistage major review mandated by the Columbia University's Academic Review Committee (ARC). Starting with a detailed formal Self-Study prepared by the Institute, the review proper was initiated by the multiple-day visit to campus of an External Review Committee, composed of distinguished scholars in the field of ME Studies (from Harvard, American University in Beirut (AUB) and UC Davis), who conducted interviews with MEI faculty, including the Director and the Executive Committee; with the relevant deans; and with students, undergraduate and graduate. Their External Review Committee Report was submitted to the university ARC Committee, and to the delegated committee of CU faculty, who conducted another series of interviews and data collection, and issued an encompassing final report. The process concluded with a letter from and a meeting with the academic deans.

The final ARC Report found that "MEI has maintained its strong commitment to its traditional mission and has fulfilled the obligations stipulated by the Title VI grant... The public events are well attended, the program with Teachers College is well established and the collaboration with La Guardia Community College seems promising." The report closely examined the workings of the new Islamic Studies MA (ISMA) and made valuable recommendations, which we have followed, such as hiring a faculty advisor and introducing a dedicated introductory course.

In addition, the work and programs of the MEI are regularly reviewed and evaluated by its governing bodies. The Executive and Administrative Committees have helped introduce improvements to the program, making sure that the MEI's activities achieve their intended goals and contribute to the strengthening of ME studies at Columbia. The executive faculty committee was deeply involved in reviewing our plans for the new direction of the ISMA, a program the MEI took over in late 2014. It has also spearheaded the creation of the

new Center for the Study of Islamic Societies (CSMS) and validated our close collaboration with other area institutes to break down the artificial barriers between regions, including in particular South Asia and Africa, regions neighboring the ME that share with it cultural, religious, and social characteristics, as well as a shared colonial past and post-colonial present.

#### **D. Commitment to the Subject Area**

D.1 Columbia's Strengths. CU has a long and distinguished history in the academic study of world cultures. The university's professional schools have trained scores of individuals who have been leading figures in world affairs. With the opening of nine Global Centers in the past ten years, including three in our region (Amman, Istanbul, and as of this year, Tunis) the university has further extended and deepened its international engagement. The Global Centers supplement CU's curriculum with international programming, including study abroad and internship opportunities, as well as course offerings; facilitate research opportunities for CU students and faculty on globally relevant, interdisciplinary topics; and provide a point of ongoing engagement for international alumni. Columbia's ability to expand and deepen its global focus is due in no small measure to its existing strengths in area studies, in particular ME studies. CU continues to be one of the leading American academic institutions in research, outreach, and the range and depth of its course offerings in Middle Eastern languages and literatures, history, the social sciences, and international affairs. Adding to professorships in Modern Arab Studies, Israel and Jewish Studies, and the Social Sciences established in the past decade, the university has established several new endowed positions: the Richard W. Bulliet Chair of Islamic History; the Maan Z. Madina Visiting Scholar

position in MESAAS; the Moinian Professorship in Pre-modern Middle Eastern Cultures and Civilizations at affiliated Barnard College; and the Sakıp Sabancı chair in Turkish Studies.

The MEI engages not only with faculty and students from some twenty-five academic departments, disciplines and schools but also with an impressive set of specialized centers. As a comprehensive institute, the MEI utilizes NRC resources in directly funding programming, co-sponsoring events, providing administrative support, and sharing faculty participation with a range of other campus units, which are of two types. The first type focuses on analytic themes or projects, such as “public religion” (Institute for Religion, Culture and Public Life, IRCPL), “Muslim societies” (the new CSMS), “women and gender” (Institute for Research on Women, Gender and Sexuality, IRWGS), “social difference” (Center for the Study of Social Difference, CSSD), and “international affairs” (SIPA). The second type are affiliate units of the MEI that provide specialized expertise within the institute’s regional purview: Iran (Center for Iranian Studies, CIS), Turkey (the new Sakıp Sabancı Center for Turkish Studies), Central Asia (Harriman Institute), Islamic Africa (Ifriqiyya Colloquium), Israel (Institute for Israel and Jewish Studies, IIJS), and Palestine (CPS). Crosscutting the distinct interests of these specialized units is the key role that the MEI plays in administering FLAS language fellowships to affiliated students who specialize on the ME.

Among the MEI’s new initiatives, CSMS is conceived of as an umbrella for faculty collaborations in cutting-edge research, integrated programming and innovative teaching across the related fields of research on Islam and Muslim societies. The center capitalizes on some 30 scholars in over ten departments, who are leaders in research and teaching on Islam and the Muslim world, and on established projects, such as MEI’s innovative Sharī‘a Workshop (Budget G.a). Three new MEI programming initiatives, (1) *In Motion: Mobility Studies*; (2) *In Translation: Theory and Practice*; and (3) *In Change: On Regional*

*Environments* (Budget F1c; F1d; F1e) draw on collaborations with GSAPP, School of the Arts and SIPA.

In the past decade, the recruitment of dynamic senior and junior faculty in political science, modern political history, religion, Islamic law, the history of science in the Arab world, Arabic and Hebrew literature, and Mediterranean studies, enhanced by the creation of two recent faculty positions in Indo-Persian history and literature, religion, and Islamic philosophy and the tenuring of junior faculty have further strengthened the ME program across departments. Columbia's ME program continues to attract talented PhD candidates as well as MA and undergraduate students, particularly those interested in the contemporary period. In 2017-18, the institutional support for the 76 PhD students working on the ME amounted to \$26,498,160.00 in tuition, stipends, and fees, and \$266,000.00 in summer research funds. Support for area and language faculty salaries grew by over 12%, from \$10,413,170.00 in 2014 to \$11,668,674.00 in 2018. The MEI's director, Brinkley Messick, a senior Anthropology professor, and its faculty committee, have successfully advocated for the continued expansion and strengthening of ME studies, in particular for the creation of focused academic centers such as CSMS. The MEI is housed in a building with MESAAS, the South Asian Institute (SAI) and the Institute for African Studies (IAS). With classrooms and seminar rooms used primarily by the 3 regional institutes and the department that houses a majority of the ME faculty, the building is a hub for students interested in our region and allows for closer cooperation among the institutes and with MESAAS. Among the innovative projects that bring affiliated faculty together is the *Journal of Comparative Studies of South Asia, Africa and the Middle East* (CSSAAME), edited at CU since 2012.

MEI has been administered by the Arts & Sciences (A&S) since 2009, connecting it more closely with CU's core mission in the training of undergraduates, including the expanding Global Core Curriculum. MEI continues to collaborate with SIPA, where it was

previously housed, ensuring coverage of ME courses of interest to international affairs students. The MEI's ability to strategically use its Title VI grant funds to pay for adjunct salaries ensures that needed courses on the Gulf, Iran, Turkey, as well as offerings on ME security, are available at SIPA and through the A&S departments, with the university committed to cost-sharing. As of fall 2014, MEI assumed responsibility for the interdisciplinary ISMA, adding a new Faculty Advisor, a dedicated core course and increased faculty participation.

The university's direct funding for the MEI's operations, while fairly modest, is a stable and solid source of income. University cost sharing for new staff for the ISMA has allowed us to hire the MA Faculty Advisor. Likewise, the university's commitment to match donor funding now permits us to offer a yearlong post-doctoral fellowship for emerging academics working on Palestine. Gifts from MEI's advisory board members and other donors provide crucial funding for established and new programs and help fill in gaps when no other funds are available. The university provides the MEI free office space and reduced-cost access to lecture/conference facilities across campus. CU continues to enhance support of ME library collections, with the annual allocation for the purchase of ME monographs rising from a healthy \$319,000 in 2014 to \$348,285 in 2018.

**Table 2: Columbia's financial commitment to Middle East programs (\$/year) for 2017-18**

Area faculty salaries	\$10,547,624	Operation of the MEI*	\$139,000
Language faculty salaries	\$1,121,050	Fellowships (incl. summer)	\$2,416,040
Library staff salaries	\$555,517	Library acquisitions	\$348,285
Total salaries	\$12,224,491	Salary research/travel alloc.	\$989,000
Amman, Istanbul, Tunis Global Center operations	\$2,250,000	Non-salary total	\$5,143,325
		<b>TOTAL:</b>	<b>\$ 19,617,816</b>

*\*does not include use of office space and facilities or student support provided free of cost to MEI*

We continue to foster connections with institutions and scholars in the ME, in part through memberships, with American Institute for Yemeni Studies (AIYS), American



Research Institute in Turkey (ARIT), American Institute for Maghrib Studies (AIMS), Center for Arabic Studies Abroad (CASA), and by hosting visiting faculty and researchers from the region at the MEI and in various departments and centers. The MEI welcomed a series of Carnegie Centennial Fellows and hosts the annual Arcapita Visiting Professor in Modern Arab Studies and the Mahdi Fellow in Shi'i Studies. An anticipated international partnership with the Institute for the Study of Muslim Civilizations at Aga Khan University in London (AKU-ISMC) will result in new exchanges and collaborations between students and faculty.

### **E. Strength of Library**

E.1. Collections. Columbia University Libraries (CUL) has a long history of collecting materials from and about the ME and Islam. Our research collections support the network of departments, centers, institutes and programs that host and foster research and learning on the ME and Islam. Our ME collections serve both multidisciplinary and specialized scholarly interests in the ME at CU and reflect the University's mission to "support research and teaching on global issues... to create academic relationships with many countries and regions... and to convey the products of its efforts to the world." Outstanding in their deep and comprehensive coverage of Arabic, Persian and Turkish cultures and languages, and their relevance to current research and public debate about the ME, the collections also display a unique commitment to documenting languages and cultures on the fringe of the mainstream ME, e.g. Armenian, Assyrian, Kurdish, and Maltese, among others. The collections include materials from and about the region and individual countries, in major Western languages as well as in the many languages of the area. Geographical coverage ranges from Morocco to Afghanistan and from Turkey to the Sudan; chronological coverage extends from the third millennium BCE to the present; and subject matter spans virtually all disciplines in the humanities and the social sciences. Blanket order contracts with vendors (and our participation in the Library of Congress ME Cooperative Acquisitions Program) cover almost

all ME countries and document underrepresented minorities in the ME. Special attention is also given to materials about and from ME diaspora communities in Europe and the US, and about Islam and Islamic groups in Africa, Europe, the US, and Asia. The number of monographs in the ME collections approaches half a million titles (including 130,664 titles for Arabic, 51,431 titles for Hebrew, 46,829 titles for our outstanding Turkish collection, and 23,961 titles for Persian). Subscriptions to serials and periodicals from and about the ME currently number over 1,300. Licensed electronic resources with dedicated ME and Islamic Studies content include the Brill Publisher's suite of Islamic reference sources, Index Islamicus, the ME and Central Asian Studies database, Oxford Islamic Studies Online, Oxford Bibliographies in Islamic Studies, Confidential Print, Cambridge Histories Online and KotobArabia collection of e-books. Recent acquisitions include Early Arabic Printed Books from the British Library collection with close to 5000 e-books in Islamic Studies, Oxford Handbooks online, Foreign Office files for the ME, 1971-1981, Confidential U.S. State Department central files, LexiQamus Ottoman Turkish online database and NovoVerus Arabic OCR Software in the Digital Humanities Center. Most of the newly acquired electronic resources are exclusively held by CUL in New York metropolitan area. These resources are complemented by a growing number of general electronic resources that have substantial ME-related content, e.g. ISI Emerging Markets and Factiva news, government, business and financial/economic information, the Foreign Broadcast Information Service Daily Reports, 1941-1996, and the MideastWire (news translations from regional sources). While most major newspapers from the region are now available online the library also provides access to news through airmail subscriptions to daily print ME newspapers. The libraries' media center houses a growing and heavily consulted collection of audiovisual materials from and about the ME. It currently holds over 1,300 documentary and feature films in ME languages, some of which are unique holdings in North American libraries. Our

Rare Book and Manuscript Library house numerous important Judaic, Hebrew and Islamic manuscripts (Arabic, Persian and Turkish).

CUL take seriously their public role and so contribute to the creation and dissemination of valuable information about the region to a diverse public. CUL hosts the Virtual Library for the ME. It is organized by region, country, and subject, and currently contains annotated links to selected free Internet resources. The librarian is a co-founder of AMIR MidEast, a web-based publication (over 800,000 views) that distributes information on Open Access resources in ME and Islamic Studies.

E.2. Support for Acquisitions and Staff. CUL allocated \$348,285 in FY 2017-18 for collecting ME materials. Additional funds from gifts and endowments are available for the acquisition of materials to support Armenian, Ancient Near East, and Israeli and Jewish Studies. These expenditures do not include funds expended by other library units for materials in English and Western European languages from and about the region (e.g. the Avery Architectural and Fine Arts Library, the Music Library, the Burke Theological Library). Significant expenditures from general library funds were made for some electronic books, databases and journals. CUL spends approximately \$555,517 per year on salaries for staff directly associated with selecting, acquiring, processing, and preserving ME materials, and for research support services. This includes support for a full-time ME and Islamic Studies Librarian and a Librarian for Jewish Studies.

The MEI Librarian, Peter Magierski, has an MA in ME Studies from New York University and an MLIS from Rutgers University and is an active member of the ME Librarians Association. He coordinates the development of the collections and works with faculty to support research and teaching about the ME at the University and beyond. He is

responsible for reference consultations, library instruction sessions, targeting faculty, students, ME scholars and professionals at CU, and in the broader research community.

E.3. Collaboration and Resource Sharing. The University participates in various inter-institutional cooperative endeavors on the local, national and international level. In February 2017 the Rare Book & Manuscript Library and Group for Experimental Methods in the Humanities organized with a group of graduate students a MEI-cosponsored conference “Rediscovering Words and Worlds: Arabic Script Collections at Columbia University.” The conference featured discussion panels with scholars from peer institutions as well as hands-on workshops in paleography and cataloging. The most exciting development of the past year was the launching of the Shared Collection Service, developed in partnership with Princeton University Library and The New York Public Library (NYPL). The initiative made available over seven million items from NYPL and Princeton University Library for request in CU’s CLIO catalog. CU faculty, students, and staff can request direct delivery of these items to campus. In this context CU collaborates with Princeton and Harvard colleagues to analyze and evaluate their own collections in order to reduce unnecessary duplication and free up funds for acquisition of unique materials. Another exciting recent development is the partnership with University of Pennsylvania, Free Library of Philadelphia, the Haverford College, and Bryn Mawr College to digitize 576 Islamic manuscripts that have previously been largely invisible to scholars. The project called Manuscripts of the Muslim World is supported by a Digitizing Hidden Collections grant from the Council on Library and Information Resources (CLIR). This collaboration will result in high resolution images and catalog records for several major East Coast collections of Islamic manuscripts including unique CU holdings. Digitized manuscripts will be made available online as Open Access and will allow previously unknown and underutilized works to reach the widest possible

audience. CU contributes many unique titles to the ongoing Arabic Collections Online (ACO) digitization project. ACO is a collaboration of New York University, Princeton, Cornell, CU, American University in Cairo, American University of Beirut and UAE National Archives which has managed to date to publish close to 9,000 digitized public domain books in Arabic.

Within the NYC area, the Libraries have strong ties with the NYPL and NYU Library. CU and NYU have reciprocal access agreements and collaborate on North Africa collection development policy. The Manhattan Research Library Initiative (MaRLI) enables CU and NYU doctoral students, faculty, and librarians and NYPL researchers to borrow materials from all three institutions. CUL is also a member of a variety of regional consortia, including the North East Research Library Consortium, the North East ME Libraries Consortium, and the NY State Library Consortium. Nationally, the University is an active member of OCLC and SHARES, which provides on-site reading and interlibrary loan privileges to patrons of member libraries. Membership in the Center for Research Libraries and its ME Studies-specific group, the ME Materials Project (MEMP), provides access via interlibrary loan to rich collections of foreign newspapers, specialized, rare, or unusually expensive materials. To share more widely its collections, CU was a founding member of Borrow Direct, which provides expedited access to circulating books held at Brown, CU, Cornell, Dartmouth, Harvard, MIT, Princeton, U Chicago, U Pennsylvania, and Yale. CUL is also a member of Ivy Plus Libraries, a partnership of 13 leading academic research libraries, which promotes building collective collections as well as teaching, research, and public missions of the respective institutions and the global scholarly community. CUL works closely with CU's Digital Scholarship Center, which engages in outreach, education, and advocacy to ensure that the scholarly work produced at CU has a global reach and accelerates the pace of research across disciplines. The Center is actively developing and promoting Academic Commons, a digital repository of open access scholarship. Academic Commons allow

faculty, students, and staff of CU and its affiliate institutions to deposit the results of their scholarship online. The Libraries is an active partner in promoting and providing venues for lectures, presentations and gatherings of faculty and guests from MEI and MESAAS.

## F. Quality of Non-Language Instructional Program

F.1&2. Depth and Breadth. In 2017-18, the university offered 138 courses with significant ME content distributed across 21 departments at CU and Barnard, as well as through the graduate professional schools of Journalism, SIPA, and TC. Of these courses, 37 were new. Offerings were balanced between humanities and social sciences.

**Table 3: Sample New Courses Offered in 2017-18\***

Department	Course Name	Professor
Architecture	<i>Arab Modernism(s)</i>	Y. Elshetary
Art History	<i>The Arts of Islam</i>	A. Shalem
History	<i>US-ME Relations</i>	P. Chamberlain
International Affairs	<i>Democratization in the Arab World</i>	S. Masri
International Affairs	<i>Environmental History of Israel</i>	D. Rabinowitz
Islamic Studies	<i>Foundation to Islamic Studies</i>	K. Poots
MESAAS	<i>Arabic Literature as World Literature</i>	S. Bin Tyeer
MESAAS	<i>Arabs, Jews and Arab Jews</i>	G. Hochberg
Political Science	<i>Conflicts in Israeli Politics</i>	E. Sommer
Religion	<i>Islam in the Post-Colonial World</i>	H. Rashid
Religion/UTS	<i>Islamophobia</i>	J. Lamptey

\*Partial list – see Appendix B for comprehensive list

Introductory courses on the region for undergraduates (Section H.1) are among the most popular offerings. *Major Topics in the Civilizations of the Middle East and India*, *Islamic Civilization*, and *Contemporary Islamic Civilization* each draw close to 100 students. The basic Core Curriculum course, *Contemporary Civilization*, includes study of the Quran. Each year a member of the ME program faculty offers a pedagogical seminar session devoted to teaching the 50 instructors and preceptors in this course how to present the Quran for student discussion. The Anthropology Department teaches popular undergraduate courses such as *Muslim Societies*, *Arabia Imagined*, *Women and Gender Politics in the Muslim World* that cross regional borders and count towards the “Global Core” requirement. Since 2013, the

themed sections on women's studies and on human rights in University Writing (required for first-year students) have used a basic segment on the ME.

A post-disciplinary and interregional department, MESAAS now also includes Africa, and is unique in this respect. Its faculty are pioneering an interdisciplinary approach to regional studies focused on both textual studies and social and political theory, with courses on topics ranging from Islamic science and Islamic Law, to colonialism and the history and politics of the ME, as well as courses on cinema and literature. Department members are trained in anthropology, history, philology, political science, and sociology in addition to those teaching literature and languages. The department has been strengthened in the last decade by the hiring of Timothy Mitchell, an eminent social scientist, as well as Wael Hallaq, a senior Islamic Law scholar, reinforcing our resources in this important field. Two recent hires, Assistant Professor Sarah Bin Tyer in Arabic Literature and Gil Hochberg, the Ransford Professor for Hebrew and Comparative Literature have added needed courses and new perspectives. The most recent recruit, Elaine van Dalen, works on Greek and Arab medicine and science. A number of senior faculty (Khalidi, Mamdani, Messick, Anidjar) hold joint appointments in MESAAS and in their home departments. At Barnard's Asian and ME Cultures Department, Hisham Matar, the Libyan-British writer, winner of the 2017 Pulitzer prize for fiction, teaches courses on global literature. The Art History Department has two full professors who focus on our region, Avinoam Shalem, a historian of Islamic Art, and Zainab Bahrani (Ancient Near Eastern Art and Archeology). French has three faculty members working on issues relating to our region. Madeleine Dobie and Emmanuelle Saada both focus on France's former empire and North Africa in particular. A preeminent expert on Islamic Philosophy, Souleymane Bachir Diagne, is jointly appointed in Philosophy and French. With two senior socio-cultural anthropologists, Lila Abu-Lughod (Gender, Egypt) and Brinkley Messick (Islamic Law, Yemen); Naor Ben Yehoyada, a new hire working on

Mediterranean societies; and two recently tenured professors in Barnard's Anthropology Department, Brian Larkin and Nadia Abu El-Haj, CU has one of the largest concentrations of ME anthropologists in the nation. The Religion faculty with expertise in Islam and ME Judaism has doubled in the past six years: joining Peter Awn (the senior professor of Islam) and Gil Anidjar, who focuses on Jews and Arabs, Political Theology, and Race and Religion, are recently tenured Najam Haider and Hussein Rashid, who teach courses on all aspects of Islam, including Islamic Law and Shi'ism, Katherine Ewing, who focuses on Turkish and South Asian Muslims in the diaspora, and Clémence Boulouque who works on Jewish thought and mysticism with a focus on the Sefardi world. The Religion Department also has three senior faculty in Jewish Studies. At Union Theological Seminary (UTS), a CU affiliate, Jerusha Lamptey teaches courses on Islamic religious thought and interreligious engagement. In History, Tunç Şen who covers the late Ottoman period, Marwa Elshakry, a historian of science who specializes in the ME, Manan Ahmed, who focuses on Muslim intellectual history, and Paul Chamberlin, a historian of US international relations with the ME, complement the History Department's three senior faculty members (Van de Mieroop, Bulliet, Khalidi). We hope that the new Sabancı Professor in Turkish Studies will join the department shortly. In Political Science, Daniel Corstange works on ethnic politics in the ME and Lisa Anderson (former President of AUC and Dean Emeritus of SIPA) teaches courses on regime change and democratization in the ME and North Africa. There are two Barnard-based political scientists: Alexander Cooley, who works on state formation in Central Asia and the Caucasus, and Kimberly Marten, whose courses on political violence, weak states and non-state actors include large sections on countries in the ME. Two new hires, Pier Mattia Tommasino (Italian) and Seth Kimmel (Latin American and Iberian Cultures) work on the relations between Southern Europe and the Muslim World, and another new hire, Alessandra Ciucci (Music), is an ethnomusicologist focusing on North African music.



A significant number of faculty, both at SIPA and in the A&S departments, are strong on contemporary politics, with tremendous geographic range. Former member of the National Security Council staff and Iran expert Gary Sick brings to the classroom years of first-hand experience with US foreign policy in the region. Courses on international security issues (Gentry, Gottlieb, Betts, Weinberger), energy (Bininachvili), and human rights and conflict resolution (Barkan) focus in large part on the ME. The expanse of territory encompassing the Arabian Peninsula, the Persian Gulf, Iran, Afghanistan, Turkey and Central Asia is exceptionally well covered, with SIPA and A&S faculty providing expertise on Arabia (Messick), the Persian Gulf (Sick and Potter), on Turkey (Tunç), on modern Iran (Sick, Potter, Dabashi, and Akhavi), on Afghanistan and Pakistan (Zaidi, Potter, Mukhopadhyay, Marten), and on Central Asia (Sestanovich, Kendirbai, and Cooley). Israeli history, politics and society are covered by Yinon Cohen (Sociology), Michael Stanislawski (History) and Israeli culture, film and literature by Gil Hochberg (MESAAS). Rashid Khalidi and Paul Chamberlin (History), Timothy Mitchell and Joseph Massad (MESAAS), teach courses that focus on the modern history, gender, political economy, international relations, politics and culture of the region. Mahmood Mamdani (Anthropology, MESAAS, SIPA) teaches courses on Islam, state violence, and international relations.

Visiting Professorships in ME Studies and Israel Studies have added 2-3 courses yearly to the ME offerings. Recent courses include *Jerusalem, the Sacred Imaginary and Worldly City* (2017) and *Conflicts in Israeli Politics* (2018). A long-established Visiting Professorship in Armenian Studies allows for a semester-long hire in this field. The Quaid-i-Azam Visiting Professorship adds coverage on Pakistan and Afghanistan.

MEI is a cosponsor of the MENA Forum, which brings awareness to contemporary issues in the region among the SIPA community, and fosters graduate student engagement with relevant faculty and policy professionals (Budget F1a). In fall 2018, MEI also will

cosponsor the annual symposium of SIPA's Migration Working Group (MWG) as part of the institute's *In Motion* series on migration, displacement and belonging (Budget F1e).

Among the other professional schools at CU, GSAPP, has become a hub for ME experts and projects on the region. Dean Andraos, Nora Akawi, Hiba Bou Akar and adjunct faculty offer programming on architecture, design, and urbanism in the ME not found elsewhere. Fostering dialogue and cooperation, GSAPP offered workshops at the Columbia Global Center (CGC) in Amman that brought faculty and students from the US, Israel and the UAE to develop proposals for new forms of public space. In 2018, MEI will collaborate with GSAPP on *In Change: On Regional Environments* (budget F1d). Faculty at the Graduate School of Journalism, including Dean Steve Coll, publish extensively on the ME and national security issues. TC's International and Comparative Education program (now International and Transcultural Studies) was established in 1899 making it the oldest such graduate program in the US. Offering courses on ME education and fostering strong connections to the region are hallmarks of the institution. Two current TC faculty members, Amina Tawasil (women's Islamic education) and Amra Sabic-El-Rayess (Salafism and radicalization) focus on topics involving the region. Thea Renda Abu El-Haj (Education, Barnard) works on Muslim and Arab American youth. In the past four years, TC offered *Education in the ME* through a visiting lecturer, Elizabeth Buckner (partly funded by Title VI), as well as *Teaching ME History*, a course specifically targeted to social studies teachers.

F.3. Interdisciplinarity. The undergraduate Core Curriculum is explicitly interdisciplinary. MESAAS is designed at both undergraduate and graduate levels to provide perspectives on the ME that cross disciplines, with its faculty drawn from history, sociology, anthropology, political science, and comparative literature. Many MESAAS courses are cross-listed with ICLS and co-taught with faculty from other departments. Anthropology faculty members

teach courses that draw on other fields: women and gender studies (Abu-Lughod), media studies (Larkin), science studies (Abu El-Haj), history and law (Messick). The new survey course for ISMA at MEI, “Foundation to Islamic Studies and Muslim Societies,” is organized around weekly lectures by CU faculty from various academic departments. Within professional schools, SIPA offers more than 15 interdisciplinary courses in which students can develop case studies on the ME or make it the primary focus of seminar research, including courses such as Lisa Anderson’s “Authoritarianism.”

The MEI offers a setting in which specialists and students with diverse disciplinary interests meet to debate issues and are exposed to diverse ideas and perspectives while working in close partnerships with regional institutes and university-based centers and institutes. CSMS and IRCPL bring together scholars and students in religion, anthropology, history, political science, etc., to sustain multi-disciplinary analyses that address the rapidly changing role of religion in culture and political life. The Ifriqiyya Colloquium joins scholars of the ME and Africa in interdisciplinary inquiry on Islamic Africa (budget G.a).

This grant cycle, we will open select CU initiatives, such as the Ifriqiyya Colloquium and our faculty workshops to colleagues from the CUNY colleges as part of our outreach to these institutions.

F.4. Pedagogy and Resources. PhD students in the A&S are offered teaching fellowships as an integral part of their professional development. The Graduate School of Arts & Science (GSAS) Center for Teaching and Learning’s Teaching Development Program (TDP) allows doctoral students to cultivate, document, and reflect on teaching development across the arc of their graduate school career. The Foundational Track introduces graduate students to fundamental concepts and practices in student-centered learning, deepening the experience of TAships by connecting early instructional experience to proven and sustainable pedagogical

practices. The Advanced Track puts emphasis on transferable professional skills that are cultivated through teaching practices, which culminates in the development of a digital teaching portfolio containing evidence of inquiry-based teaching development. The Center provides numerous resources for teaching fellows including workshops on course design, credentialing in teaching and pedagogy, and individual consultations to discuss pedagogical methods.

## G. Quality of Language Instructional Program

G.1. Language Instruction. MESAAS has a robust language program including Arabic, Hebrew, Persian, both Modern and Ottoman Turkish, as well as Armenian, with a faculty of 15 full-time lecturers. The Arabic program is one of the largest in the country. Large enrollment undergraduate courses such as “Introduction to Islamic Civilization,” as well as popular survey courses such as “History of the Modern Middle East” (164 enrolled in Fall 2018) have helped maintain steady language enrollments (Table 4) constituting 65% to 75% of most language classes.

**Table 4: Number of Students Enrolled in ME Language Courses**

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>ARABIC</b>	348	285	315	298	328	291	296	270
<b>ARABIC (SUMMER)</b>	77	66	72	74	82	69	32	47
<b>ARMENIAN</b>	4	4	2	5	8	5	9	11
<b>HEBREW</b>	121	155	147	153	141	143	172	129
<b>PERSIAN</b>	102	77	90	93	96	68	56	75
<b>TURKISH – MODERN</b>	34	35	45	52	61	38	46	18
<b>TURKISH - OTTOMAN</b>	8	6	7	10	9	5	6	3
Total	694	628	676	695	725	619	617	553

In the past 4 years, enrollments in Arabic have reached a very healthy plateau with an average of 300 students enrolled, while Hebrew have been rising steadily, Persian enrollments remain robust and Turkish enrollments have fluctuated in recent years (Table 4). A second section of elementary Persian was added in 2017 to accommodate student demand. Credit points for Arabic, Turkish and Hebrew courses were raised seven years ago from 4 to

5 credits (in line with languages such as Chinese, Japanese and Russian). The increased contact hours allow for additional material and greater opportunity for in-depth study. New technologies are used extensively in the classroom and are available to students outside of it. Classes are held in “smart” classrooms found throughout the university, including Knox Hall where most of our language classes are taught. The LRC offers cutting-edge learning spaces and tools for enhanced teaching and learning, including Collaborative Learning Space (CLS), ideal for student collaboration, team and project-based learning activities, and conversation groups, as well as Computer-Assisted Language Learning (CALL) spaces with computer terminals that support multi-language input (including non-Western characters) for international word processing. MESAAS and MEI jointly run weekly “Language Circles” for Arabic and Persian with activities such as viewing and discussing films from the region. A Turkish Circle will be added in fall 2018. Supervised by graduate students who are native speakers, the circles expose students to cultural knowledge and allow them to practice their language skills outside the context of the classroom (Budget I3b; I3c, I3d, I3e). The Language Resource Center (LRC) offers semester-long Language Maintenance Tutorials (LMTs) that allow students with previous language knowledge to maintain and expand their language skills, emphasizing spoken language (Budget I3a). The program is especially important for professional school students who may not always be able to incorporate CU language courses into their course load.

G.2. Armenian. CU is one of the few universities to offer the study of Armenian, which is taught at the elementary and intermediate levels, including an intensive intermediate course designed for heritage speakers. The advanced level is offered as an independent study. While making use of existing textbooks, largely grammar based, the courses are also designed to reflect current developments in language pedagogy. Material created by the instructor is task-

based, promotes communication in real-life situations, makes use of authentic reading materials like short stories, newspapers articles, short films, and online broadcasts. The program also strives to reflect the current merge between Diaspora communities and the Republic of Armenia by introducing material in both Western and Eastern Armenian.

G.3. Arabic. MESAAS's Arabic language program, directed by Dr. Taoufik Ben Amor, is staffed by 7 full time instructors, as well as 1 Teaching Fellow, and 6 graders, all native speakers. Modern Standard Arabic (MSA) is taught as a living language to a diverse body of students with a wide range of academic and professional needs and courses aim to develop all five skills, listening, speaking, reading, writing and culture. With the ACTFL Proficiency Guidelines as a model, the program uses performance-based standards not only to test its students but also to design and review all its courses to ensure that students achieve needed competencies. Four of the seven instructors are certified Oral Proficiency Interview (OPI) testers. New teaching and assessment tools are shared through an online Teachers Resource website. The *Alif Baa* and *Al-Kitaab I, II, and III* textbooks are used in Elementary, Intermediate and Advanced Arabic along with vocabulary expansion and grammar sheets developed by the instructors, and supplementary material drawn from media, modern and classical primary sources. The program offers courses at four levels and graduate reading seminars. A total of 5 Elementary sections, 4 Intermediate, and 1 Advanced/Third Year section are offered. Off-sequence courses were introduced so that students can start their study in either the fall or the spring semester. The department offers "Arabic for Heritage Speakers," one of the first in the US, which combines the curriculum of First and Second Year MSA. In fall 2018, we will offer "Spoken Arabic I and II" for students who have completed two years of MSA. The course will begin with Levantine and rotate dialects as needed. Fourth-year Arabic includes 4 courses: "Modern Arabic I &II," "Advanced Grammar

Review,” and “Classical Arabic I and II.” The department has specialist courses based on Arabic sources, including “Contemporary Islamic Thought” (Hallaq) and “Arabic Literary Tradition” (Al-Musawi). These are taught in a mixture of English and Arabic, with students reading in Arabic. A course on MSA teaching pedagogy is under development to respond to the needs of MESAAS graduate students who go on to teach Arabic. MESAAS offers three intensive summer programs, one in New York and two abroad. The program in Amman, Jordan, significantly expanded since its inception in 2010, offers intensive Arabic courses through the 4<sup>th</sup> year level, and Levantine/Jordanian Arabic. The MENA Arabic summer program, launched in 2014, combines the study of MSA in Amman with the study of North African culture and history in Paris and offers *darija*, the dialect of North Africa. The Arabic faculty have been active in developing materials: *Shahid*, a website housing a series of special videos supports, expands students’ listening comprehension, reinforces vocabulary and introduces students to the culture, history and politics of the region. A teaching manual for heritage speakers was developed, with plans to make it available for wider dissemination (budget I1). A 77-lesson grammar series, hosted on YouTube, is now in the program.

G.4. Hebrew. The teaching of Hebrew has been significantly restructured in the past four years. The Hebrew program, directed by Dr. Naama Harel, who is assisted by two other full-time lecturers, offers Elementary, Intermediate, and Advanced Hebrew classes, a Hebrew course for Heritage speakers, and a Readings in Hebrew Texts, developing reading, writing and verbal skills and cultural awareness. As students progress they build vocabulary, learn complex grammatical, morphological and syntactic structures and read authentic texts. Increasing the number of points, from 4 to 5 credits, allows the program to bring students to an advanced level more quickly. Several content courses are offered, beginning in third-year, allowing students to advance their skills and broaden their understanding of Israeli culture

and society through various thematic prisms. One of the third-level courses, on offer since fall 2015, examines Israeli cultural representations of biblical narratives. Using a variety of sources – literature, visual arts, popular music, television shows and films – the course examines how biblical themes are evoked in contemporary contexts. Another course, on offer since spring 2016, focuses on Israeli cinema. The study of films, coupled with readings, provides insight into the social, historical and aesthetic concerns of Israeli cinema. Since 2015-16, two Advanced Plus courses have been on offer: Readings in Hebrew Texts classes are designed to give students extensive exposure to Hebrew literary works of prose, poetry and drama that represent diverse voices within Israeli society and critically engage conflicts and complexity from multiple viewpoints. In the coming grant cycle, MEI will sponsor Hebrew language programming to complement the current offerings. Moshe Sakal, an Israeli author, will participate in two MEI sponsored events in fall 2018, a book talk in Hebrew, co-sponsored by the IIJS, and a conversation with his English language translator, as part of MEI's *In Translation* series (Budget F1c).

G.5. Persian. Dr. Saeed Honarmand, directs the Persian language program, assisted by a fulltime lecturer, Dr. Michelle Quay. Three levels of instruction are offered (with two elementary and intermediate sections) and a fourth-year course will be offered for the first time in fall 2018. The program trains students in all aspects of Persian and utilizes a variety of primary sources. *Āmuzesh-e Fārsi: Elementary Level* and *Āmuzesh-e Fārsi: Intermediate Level* textbooks and associated multimedia components are used in first three years of instruction. The curriculum also draws on authentic texts from news outlets, social media, literature and film to foster a deep cultural awareness while developing students' reading, writing, oral and aural skills. Grammar and elementary conversation and reading skills are introduced in the first year. These skills are further developed in the second year, with an



emphasis on reading comprehension, writing, conversational skills, grammar and syntax, and standard Persian vocabulary acquisition, in preparation for reading and comprehension of advanced literary texts. The third year focuses on culturally specific idioms, expressions, and more advanced Persian texts. Grammatical structures are explicated as necessary. The fourth year is designed to further expand vocabulary, enhance reading comprehension and engage students in a comprehensive and critical study of classical and modern literary texts.

G.6. Turkish. Under the direction of Dr. Zuleyha Colak since 2010, the Turkish program at CU has served as one of the pilot sites for the implementation of the Deep Approach to Turkish Teaching and Learning (DATTL) program, pioneered by a group of researchers at the University of Wisconsin. ACTFL standards have been integrated with the Deep Approach pedagogy over the past 4 years. From their first semester of their study of Turkish, students are considered curriculum builders and are given opportunities to pursue real life projects and make oral presentations. Working with authentic materials such as newspapers, Turkish films, TV series, and songs, the program teaches language by emphasizing culture. Teaching modules developed through the DATTL program are available for downloading for instructors and students. Students have shown remarkable progress in proficiency in the 5 language learning skills. Assessments using the ACTFL OPI conducted by the program's instructors have shown that by the end of the year, the majority of the students in Elementary Turkish reach the "intermediate low" level and those who complete Intermediate Turkish reach the "advanced" level on the ACTFL scale. Students who complete Advanced Turkish, taught as a research seminar, usually achieve the "superior" level on the ACTFL scale. Most students enrolled in the CU Turkish program spend at least one summer studying Turkish abroad.

G.7. Performance-Based Instruction and Proficiency Testing. To ensure functional language acquisition by students, all classes are currently taught using performance-based instruction that conforms to established national standards. Training in proficiency testing and performance-based pedagogy is required of all full-time language instructors. A two-day introductory training for new instructors is provided by the LRC, which also works with instructors on producing performance-based materials and developing other teaching resources.

## H. Quality of Curriculum Design

H.1. Undergraduate Instruction. CU is renowned for its undergraduate “Core Curriculum,” which includes a rigorous area studies component. All undergraduates must take at least two courses to fulfill the “Global Core” requirement, which asks students to engage directly with the variety of civilizations and the diversity of world traditions, and ME courses are popular ways to fulfill this requirement. Undergraduate interest in the ME is greatly enhanced by these requirements, and students pursue additional coursework in related fields. Enrollments continue to be robust in both language and non-language offerings on the region (Table 5).

**Table 5: Enrollments in ME Courses**

<b>Undergraduates</b>						<b>Graduates</b>				
AY	2014-15	2015-16	2016-17	2017-18	Total	2014-15	2015-16	2016-17	2017-18	Total
Area Studies	1129	1422	1679	1746	<b>5976</b>	390	486	689	816	<b>2381</b>
Language	544	477	519	439	<b>1979</b>	181	142	98	114	<b>535</b>
<b>Total</b>	1673	1899	2198	2185	<b>7955</b>	571	628	787	930	<b>2,916</b>

Our ME majors are found in the MESAAS department and are expected to develop two closely related skills. The first is linguistic expertise: a minimum of two years of course work (16-20 credits) in one language is required, and further work (including intensive summer language study) is greatly encouraged, with the aim of learning how to study a cultural field through its own texts. Students begin their work with an introductory course on the region

(*Contemporary Islamic Civilization*) followed by a small-group seminar course (*Major Texts ME*) in which they explore selected classic texts of the region. An additional 5 courses and a capstone seminar in their senior year complete the major requirement. A senior thesis, while not required, enables a student to be considered for departmental honors. In addition to MESAAS majors, we also track students in other departments who take a minimum of 12 credits of ME classes, including language (Table 6).

**Table 6: ME Degrees**

Degrees	2014	2015	2016	2017	2018	TOTAL
BA	81	79	77	85	94	416
MESAAS majors	25	29	33	36	32	155
MA	42	50	56	62	58	268
MESAAS majors	14	10	16	15	14	69
PhM	10	4	5	4	5	28
PhD	12	7	8	11	9	47

Undergraduates at the School of General Studies have the option of enrolling in the dual degree program with Sciences Po, now in its eighth year, allowing them to spend their first 2 years in France at one of the specialized area campuses. In 2017-2018, 35 GS students were enrolled in the program at the Sciences Po campus in Menton, where the curriculum focuses specifically on the ME.

H.2. Graduate Training. Graduate training relating to the ME occurs mainly through the GSAS and in SIPA. GSAS departments that recognize the ME as a special area of study are Anthropology, History, Political Science, and MESAAS. Religion recognizes Islam as a specific area of graduate concentration. Graduate students in Sociology, Ethnomusicology, Art History, Comparative Literature, French, and at TC and Mailman School of Public Health have also produced dissertations focused on the ME. Requirements for dissertation defense stipulate that two members of every 5-member defense committee be from outside the

sponsoring department. Consequently, students working on the region typically work extensively with ME specialists from departments other than their own. There are currently 76 PhD students working on topics related to the ME: 25 in MESAAS, 9 in Anthropology, 3 in Political Science, 16 in History, 7 in Religion, 1 in Ethnomusicology, 3 in French, 7 in Art History, and 5 at TC. Students interested in gaining a competence in ME affairs before joining the work force or going on to another graduate degree normally enroll in MA programs in A&S departments, with the majority found in MESAAS (14 MAs in 2018), but also in Anthropology, Religion and International History. The MESAAS MA program requires 30 credits of non-language courses, proficiency at the intermediate level of one regional language, and a thesis. Students interested in the study of the larger Islamic world can enroll in the MEI's interdisciplinary ISMA (Section D.1). The Masters of International Affairs (MIA) program at SIPA allows students to pursue a "specialization" in ME (17 students in 2018) and requires foreign language competency; those in the ME specialization study Arabic or one of the other ME languages. Law, Business and Journalism students enrolled in dual-degree programs with SIPA have the opportunity to focus on language and area studies courses, as do Journalism students who pursue a dual degree with Religion. Many of these dual degree candidates specialize in the ME. CU has expanded its dual degree programs for graduates (as well as undergraduates) with Sciences Po in France which offers a large number of courses on the modern ME as well as advanced Arabic at its graduate and undergraduate campuses (Section H.1). In 2017-18, 13 SIPA students spent their 1<sup>st</sup> year studying in Paris at Sciences Po in the Dual Degree Program, many of them focusing on the ME and studying Arabic. Teachers College (TC), one of the leading graduate schools of education in the U.S., which offers courses on the ME and the Muslim world, has a regular cohort of graduate students pursuing academic or professional careers in this field.

H.3. Academic and Career Advising. Advising takes place at the level of each student's school and within departments at the undergraduate and graduate levels. Professors are designated as Director of Undergraduate Studies (DUS) and Director of Graduate Studies (DGS) and each student also chooses an individual advisor from among the faculty in the field. Advisors provide counsel and information about course selection, outside funding opportunities, theoretical development, language training, and job search strategies and opportunities. The university's Center for Career Education (CCE) helps students assemble dossiers for prospective employers or graduate and professional programs. SIPA maintains its own Office of Career Services (OCS), advising students on job placement and internships, including placements in ME-related jobs. Both of these offices sponsor recruiting events for employers, including government agencies seeking students with regional expertise.

The MEI begins each semester with an orientation for SIPA students who are interested in the ME and continues to advise them throughout their time at SIPA. The Institute holds information sessions for graduate and undergraduate students on summer internships and language programs and serves as a clearinghouse for job information specific to the region. The MEI also spends significant time advising students interested in applying for the FLAS fellowship, ensuring that the requirements of the program are well understood.

#### H.4. Research/Study Abroad

**Table 7: Undergraduate Study Abroad**

Country	2013-14	2014-15	2015-16	2016-17	2017-18
Egypt	0	0	0	1	3
Israel	6	4	3	9	11
Jordan	33	17	28	17	5
Lebanon	0	0	0	0	4
Morocco	3	3	3	1	7
Oman	0	1	0	2	0
Tunisia	0	0	14	0	1
Turkey	9	8	6	0	0
UAE	0	0	0	1	0
Total	51	33	54	31	31

The university has made “global studies” a central part of its mission and is funding various initiatives to increase the range of international experiences available to undergraduates in research, work, or study abroad. Study abroad opportunities for undergraduates are coordinated through the Office for Global Programs (OGP) as well as Barnard College’s Office of International Programs. For our region, there are 14 approved junior year study-abroad programs during the summer and AY in addition to CU’s own programs in Amman the Intensive Arabic Summer Language Program and the ME and North African Studies program in Amman and Paris. CU students have been very successful in obtaining Critical Language Study (CLS) fellowships to study Arabic, Turkish, and Persian in the region (11 scholarships in the past 4 years). The availability of summer FLAS awards for undergraduates, the Presidential Global Fellowship for rising sophomores and the new De Bary Summer Fellowship have allowed talented undergraduates to spend time abroad for summer research and language acquisition. Political instability in recent years and related State Department travel restrictions have reduced the number of students spending time abroad and have shifted student travel from some destinations such as Egypt to destinations, like Morocco and Oman. Nevertheless, there is still great interest and demand from students for pursuing overseas experiences in our region, such that the number of qualified Summer FLAS applicants greatly exceeds the number of fellowships we have to offer. For the past 10 years, MEI funding has helped undergraduates pursue summer research projects and unpaid internships in the region (~ 3-5 awards per year). Students going to Israel for short term study projects, internships, and volunteer positions have been funded by the Institute for Israel and Jewish Studies (~ 20 awards annually). Working with the Global Centers and CU alumni associations in over 10 countries, OGP and CCE have created the new Columbia Experience Overseas (CEO) program, which offers high quality internship experiences in a diverse array of industries. Students have interned in Amman and Istanbul, as well as a number of Gulf

countries. The CU office which monitors undergraduate travel abroad reports that there were 327 students approved in the past 2 years for travel to the following ME countries: Jordan, Israel, Egypt, Algeria, Tunisia, Saudi Arabia, Lebanon, Turkey, Oman, and Morocco to pursue study abroad, summer language study, internships and other short-term opportunities.

SIPA requires students to pursue a semester long internship and many students specializing in ME choose to fulfill this requirement during the summer, interning at organizations in the ME. Most doctoral students spend between one and two years abroad conducting dissertation research in the ME with departmental or external funding. In 2018, 47 PhD students received \$266,000 in funding from CU for summer travel and research in the region. Graduate students in all departments are also extraordinarily successful in raising dissertation research funds from the Social Science Research Council, the Fulbright program, the National Science Foundation, the Wenner Gren Foundation, and others.

## **I. Outreach Activities**

I.1. Elementary and Secondary Schools. MEI reaches out to schools and teachers in a variety of ways: through our professional development workshops for teachers, our strong collaborations with community colleges, our ongoing partnership with Teachers College, and our dedicated website with ME-specific educator resources for the classroom. The MEI augmented the professionalism of its Outreach program. In 2016 we hired a dedicated, but part-time Outreach Coordinator, Dahlia El Zein, who holds an MA in Arab Studies from Georgetown University and came with valuable teaching experience. Our major outreach vehicle is a series of PD courses for NYC teachers, which have been upgraded to meet the standards and needs of educators using the K-12 NY State Global Studies Curriculum (Table 8). The majority of our workshop participants are high school teachers, but elementary, middle school, and two-year college instructors also attend. The courses are organized as one

or two day-long workshops featuring faculty from CU, TC, advanced CU doctoral candidates, and full-time faculty from other universities. This summer (2018) we are offering two courses: “Decentering the State: Refugees, Migration and Displacement” and “Collecting Muslim Oral Histories,” both accredited by the NYC DOE for PD credit. Both courses are content-driven and discuss how to bring relevant ME material into curricula. Educational materials, including primary sources, are provided and implementation methods discussed. Over the past four years, 460 K-12 teachers from NYC public and private schools, who collectively teach over 13,000 students per year, have attended our PD courses.

Our fruitful partnerships with TC and the Global Language Project (GLP) allow us to reach a wide audience. TC is uniquely positioned to extend MEI’s outreach activities. Its extensive contacts with schools, administrators and the educational research community are a starting point for developing strong audiences in education—from teachers to policy makers—who can best guide us in serving the K-12 needs for ME outreach. During the 2015-2017 AYs we placed ME expert Dr. Elizabeth Buckner at TC to teach courses related to the ME. We also partnered with the TC social studies education program to jointly offer PD courses for teachers. TC faculty member Dr. Amina Tawasil will offer one this summer (2018). In fall 2018, we will provide funding for a new ME introduction course at TC, mainly for pre-service and in-service teachers enrolled in the social studies education MA program (budget A2.4).

GLP is an NYC based nonprofit that supports world-language learning through “best-in-class” curricula and innovative teacher development thus enabling students, particularly those in underserved communities, to develop language proficiency for further education and to enter the global workforce. MEI has partnered with GLP for the past five years to support K-16 Arabic language educators throughout the tri-state area and hosts two of its core programs, the New York Arabic Teachers Council (NYATC) and summer STARTALK



teacher training program at the MEI. NYATC provides a forum for Arabic teachers to network, collaborate, and innovative approaches to teaching with the goal of strengthening and professionalizing the field. Over the last four years, GLP has held 12 full-day NYATC professional development conferences in partnership with MEI. 25 to 40 teachers attended each session, from over 100 schools throughout the tri-state area, including K-12 schools, both public and private, and post-secondary institutions. Additionally, each summer, in collaboration with GLP, MEI has hosted the intensive 2-week long STARTALK teacher training program for Arabic, Mandarin, and Korean teachers, with 96 teachers participating over the past four years (budget G2). Our website – shared during our PD workshops – is a curated space for teachers, faculty, and school staff to explore resource that has drawn over 300 unique visitors over the past several years.

**Table 8: Prof. Development Courses 2014-2018**

Semester & Attendance	Course Title	Partners	Speakers
F 2014: 21 K-12 teachers; 1 two-year college instruc.	NYATC: Setting Yourself Up for a Successful Year	GLP	(1) CU FT Fac; (1) Other Univ FT Fac
S & Su 2015: 53 K-12 teachers, 3 two-year college instrucs.	Citizenship & Nationality in Israel/Palestine; STARTALK Teacher Training Program: Highly Effective Teacher by Design I	CU Law School; GLP	(1) CU FT Fac; (2) Other Univ FT Fac; (1) ABD CU
F 2015: 33 K-12 teachers	NYATC Fall Conference	GLP	(2) Other Univ FT Fac
S & Su 2016: 54 K-12 teachers, 2 two-year college instrucs.	NYATC Winter & Spring Conference; STARTALK Teacher Training Program: Highly Effective Teacher by Design II	GLP	(2) CU FT Fac; (4) Other Univ FT Fac
F 2016: 28 K-12 teachers, 1 two-year college instr.	NYATC: Fall 2016 Conference, “Beyond the Classroom Walls”	GLP	(2) Other Univ FT Fac
S & Su 2017: 109 K-12 teachers, 3 two-year college instrucs, 2 TC PhD	NYATC S & Su 2016 Conference, “Beyond the Classroom Walls”; STARTALK Teacher Training Program: Highly Effective Teacher by Design III; Citizenship & Nationality in Israel Palestine; Reconfiguring Representations of the MENA and South Asia	GLP; TC; SAI	(3) CU FT Fac; (1) TC FT Fac; (5) Other Univ FT Fac; (1) ABD CU; (1) ABD TC
F 2017: 28 K-12 teachers, 2 two-year college instrs	NYATC Fall 2017 Conference: “Topics that Touch Hearts and Minds”	GLP	(1) CU FT Fac; (2) Other Univ FT Fac
S & Su 2018: 134 K-12 teachers; 4 two-year college instrucs.	NYATC S2018 Conference; STARTALK Teacher Training Program: Highly Effective Teacher by Design IV; Decentering the State: Refugees, Migration and Displacement; Collecting Muslim Oral Histories	GLP; TC; SAI	(4) CU FT Fac; (3) TC FT Fac; (8) Other Univ FT FAC

Total Classroom Hours: 216 hours; Total Attendance: 460 K-12 teachers; 16 college instructors, 2 Phd; PD Courses Taught by CU FT Fac: 104 hrs; Taught by TC Fac: 40 hours; PD Course length: weeklong, two-day and full-day opportunities	PD Courses Taught by Fac from other univ: 72 hours; Univs represented: Duke; Rutgers; Virginia Tech; Vassar College; Cornell Univ; Lafayette College; CUNY Law School; U Chicago; NYU; U Penn; U Minnesota
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MEI will continue to offer PD courses during the AY (budget G1) and maintain its close collaboration with GLP for Arabic teacher language training (Section A.1).

I.2. Postsecondary Institutions. CU's principal vehicles for outreach to faculty at other universities and colleges in the NY metropolitan area are the Columbia University Seminars, five of which focus specifically on the ME. There are specialist seminars devoted to Iranian, Arabic, Jewish and Israeli, and Ottoman and Turkish studies. These provide one of the city's premiere venues for academics in these fields to meet on a regular basis. The "Middle East Seminar," run by Gary Sick, focuses on the modern ME and brings together policy makers, journalists, and other professionals with scholars from NY area universities on a monthly basis. The CUL grant scholars in the NY area and adjoining region, including members of the University Seminars and Visiting Scholars, access to its collections. Faculty from the CUNY system, in particular, have benefitted from this access and we seek to facilitate this process and expand the numbers of faculty from Title III and V schools who have access to the library system and the ME librarian, especially about the many free and licensed online resources in ME and Islamic Studies.

Over the past four years, as part of our Title VI mandate to reach out directly to post-secondary institutions in the NY region, in particular those receiving Title V and III support, we have developed a strong partnership with LaGuardia Community College, a 2-year college in the CUNY system (Letter of Support from LaGuardia Community College: Part IV, Appendix D). CU faculty and outreach staff have conducted seminars for the LaGuardia's International Studies faculty on teaching about Israel/Palestine and gender in the ME. CU

doctoral students have offered guest lectures in LaGuardia classrooms on topics ranging from “Islamic Jurisprudence” to “Islam in Java.” MEI also co-sponsored the annual New York Forum for Amazigh Film, hosted at LaGuardia in April 2018. Over 500 students and faculty attended the three-day event of films, music, food, and discussions, with faculty designing specific assignments for the students to complete following their attendance. We plan to the support the festival for the next four years as it underscores the diversity of the region and highlights the culture and history of an underrepresented non-Arab indigenous minority group (budget G6). We propose to intensify our partnership with LaGuardia Community College in a wider-ranging collaboration to raise the profile of and institutionalize ME Studies.

I.3. Business, Media, and the General Public. The MEI organizes and promotes conferences, lectures and cultural events for the general public covering a broad range of topics. Over the past 4 years, we sponsored 142 events (reaching more than 8,500 people). Advertised through our enewsletter (~1600 subscribers), posters and flyers, the CU online events calendar, the MEI website (<http://www.mei.columbia.edu/>) and Facebook, the programs draw a public from within and outside CU. We use our e-newsletter to publicize events, research and language opportunities, and job and internship listings both local and international, providing an invaluable service to our public.

**Table 9: MEI Events, September 2014-May 2018**

	Total Events	Total Attendees		CU Lecturer	Non-CU Lecturer	Inter-national Lecturers	Cosponsor w/ NRC	Cosponsor w/ other units	Mixed Panels/ Conference	
#	142	8500		7	104	72	25%	38%	30	
Country	Gen ME	Iran	Iraq	Israel/ Palestine	Turkey/ Ottoman Empire	Gulf	Egypt	Syria, Jordan, Lebanon	North Africa	Other
#	50	20	4	19	15	5	9	9	13	10
Event Type	Films	Academic		Current Affairs/Politics		Literature	Cultural Events		Information Session	
#	5	51		72		9	5		8	

Lecturer Type	Academic	Literary	Govern-ment	Journal-ism	Film	Panel	Arts	Grad Student	Professional
#	75	7	5	5	3	13	5	5	14

Our faculty are called on for their expertise by local, national, and international media. Former MEI director Rashid Khalid and Professors Sick, Dabashi and Franke alone have given more than 70 interviews to the media over the past 36 months and contributed 40 or more articles/op-ed pieces to a variety of printed and online outlets. Sick's *Gulf/2000* blog surveys articles and commentary on Iran and is a valuable resource for relations in the Gulf. In addition to the electronic resources available through CUL (Section E.1) there are other important online resources aimed at both non-scholarly and academic audiences. In 2014, Web-CSSAAME was launched, providing open access to original articles linked to this important, CU-edited journal on the Middle East, South Asia, and Africa. CPS regularly posts videos of its major events on its website, and live-streams its most prominent programs. Other resources available to non-CU affiliates are the recently launched CU on YouTube channel (Section F.3) as well as CIAO (Columbia International Affairs Online), an Internet-based, full-text resource that offers journal articles, reports, studies, conference proceedings, books and works in progress for all areas of international affairs.

## **J. FLAS Awardee Selection Procedures**

J.1. Advertisement. The Institute solicits applications from across Columbia's undergraduate and graduate schools, including its professional schools. The competition is advertised through admissions and financial aid offices, departments, faculty, and directly to students. The MEI website describes FLAS and links with the university's main FLAS pages, which feature an outline of the program, a list of eligible languages and world areas, instructions, announced priorities, and an on-line application. MEI posts flyers and ME faculty make classroom announcements. Listserv messages reach faculty and students across the

university. In the coming grant cycle, we are committed to open up the Summer FLAS competition to qualified students from the CUNY schools we have partnered with. We will work with faculty and administrators to advertise this opportunity and advise CUNY students on the process.

J.2 Schedule. *Early November*: the FLAS competition is announced. *Late January*: the on-line application site is opened and the selection committee is formed. *Mid-February*: Deadline for application submission. *Mid to Late February*: Applications are available for committee members to review. *Mid-March*: Committee meets and draws up a ranked list of candidates and alternates and following committee meeting successful candidates are informed of award. Candidates have 10 days to accept or decline. Alternate candidates are notified immediately as awards are declined.

J.3 Application. Application are submitted via an on-line application site. Applicants provide information on education and language training as well as a personal statement describing academic and professional goals and the role of the target language in achieving them. Applicants provide transcripts, a recommendation from an area studies faculty member and an evaluation from a language instructor. As with the current grant cycle, applicants will be advised to file the FAFSA form to meet the competitive preference.

J.4. Criteria for Selection. In the current cycle, need-based criteria were added to the FLAS deliberations with Columbia Admissions Offices providing the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the selection criteria (below) to identify suitable candidates. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria.

*Selection Committee:* The FLAS Selection Committee includes faculty from the humanities, social sciences, professional schools, and language programs.

*Selection Criteria:* MEI administers FLAS using USED guidelines and priorities. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second ME language acquisition. Each committee member reads and reviews all applicant files and rates them according to academic merit. Ratings will be aggregated to select an initial list of meritorious candidates. The competitive priority criteria outlined above will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria.

We regularly receive three times as many applicants as there are awards available for the academic year and for the summer. We regularly receive three times as many highly qualified applicants as there are awards available for the academic year and for the summer. In particular, we receive applications from students admitted to study at our graduate and professional schools and who, in the absence of FLAS funding, very often decide that they cannot afford to attend Columbia. We request 9 graduate and 2 undergraduate academic year fellowships, and 9 summer fellowships for each of the four grant years. The summer competition will be open to both undergraduate and graduate students. As with the current grant cycle, one summer FLAS award will be set aside for a qualified student from Hunter College for the study of Arabic.

We therefore request 9 graduate and 2 undergraduate academic year fellowships, and 9 summer fellowships for each of the four grant years. The summer competition will be open to both undergraduate and graduate students. As with the current grant cycle, one summer

FLAS award will be set aside for a qualified student from Hunter College for the study of Arabic.

## K. Competitive Preference Priorities

**Table 11: Absolute and Competitive Preference Priorities**

<b>NRC: Absolute Priority 1</b> —Diverse Perspectives and Wide Range of Views in Funded Activities	<ul style="list-style-type: none"> <li>Ensuring that speakers, visitors and other programming represent diverse viewpoints.</li> <li>Encouraging research, teaching and debate across disciplines, topics and analytic perspectives</li> <li>Enabling balanced and multi-faceted outreach to teachers and language instructors</li> <li>See “Part III, Description” attached to grant proposal</li> </ul>
<b>NRC: Absolute Priority 2</b> —Teacher Training	<ul style="list-style-type: none"> <li>Pre-service courses on ME at Teachers College</li> <li>MEI teacher professional development workshops and new summer institutes on ME area studies</li> <li>Arabic Teaching: materials and workshops for Arabic Teachers (K-14) through GLP professional development network</li> </ul>
<b>NRC: Competitive Preference Priority 1:</b> Sustained collaboration with MSIs and /or 2 year Colleges	<ul style="list-style-type: none"> <li>CU graduate students co-teaching and developing new ME courses at La Guardia Community College</li> <li>CU graduate students and faculty as guest lecturers at LaGuardia Community College</li> <li>Support for major film festival and educational panels at LaGuardia</li> <li>Scholarly interchanges between LaGuardia and Columbia faculty and students working on the Maghreb region</li> <li>Offer enhanced Arabic conversation practice for LaGuardia students through <i>NaTakallam</i>,</li> <li>One Summer FLAS award earmarked for qualified student from Hunter College Arabic Program</li> <li>Expanded access for faculty from Title III and V schools to CU library system including the many free and licensed online resources in ME and Islamic Studies</li> </ul>
<b>NRC: Competitive Preference Priority 2</b> –Schools of education	<ul style="list-style-type: none"> <li>Enhancing long-term working relation with Teachers College (Columbia University)</li> <li>New course on the ME for social studies teachers at Teachers College</li> <li>Summer grants for TC students for research in the ME region</li> <li>CU faculty to help advise TC students working on ME</li> <li>Co-sponsorship for TC conferences on the ME</li> </ul>
<b>FLAS Preference Priority 1:</b> Fellowship award preference to students with financial need	<ul style="list-style-type: none"> <li>FLAS awards will give competitive preference to qualified applicants who file FAFSA to demonstrate financial need</li> <li>One Yearly Summer FLAS award ear-marked for student of Arabic at MSI</li> </ul>
<b>FLAS Preference Priority 2:</b> 25% or more academic year FLAS fellowships in U.S. DoE LCTLs	<ul style="list-style-type: none"> <li>100% of FLAS awards made in LCTL (Arabic, Hebrew, Turkish, Persian)</li> </ul>

## Other Attachment File(s)

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## PART IV – APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

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<sup>H</sup> indicates faculty hired starting in the 2018-19 academic year

All language competency is expressed in a 1-5 scale, where 1 is elementary proficiency and 5 native or bilingual proficiency.

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**Name:** Ouijdane Absi  
**Title:** Lecturer in Arabic  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured  
**Education:** 2003, M.A., English, Sorbonne  
**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy  
**Academic Experience:** 2008-present, Lecturer, Columbia University; 2005-08, Lecturer, James Madison University  
**Language Competence (scale of 1-5):** French: 5, Arabic: 5, Spanish: 2, Italian: 2  
**Overseas Experience:** France, Jordan, Morocco  
**Area Courses Taught:** 3  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** N/A

**Name:** Nadia Abu El-Haj  
**Title:** Professor  
**Department and Tenure Status:** Anthropology; tenured  
**Education:** Ph.D., Duke University, 1995; B.A., Bryn Mawr College, 1984  
**Academic Experience:** 2011-present, Professor, Barnard College, Columbia University; 2007-2011, Associate Professor, Barnard College, Columbia University; 2003-04, Associate Director, Middle East Institute, Columbia University; 2002-07, Assistant Professor, Department of Anthropology, Barnard College, Columbia University; 1997-2002, Assistant Professor, Department of Anthropology, The University of Chicago  
**Language Competence (scale of 1-5):** Hebrew: 4; Arabic: 4; French: 4  
**Overseas Experience:** Autumn 2004, Fieldwork and Interviews, London; 1998, Archival Research, London; 1991-93, Fieldwork in Israel and Palestine, as well as many shorter trips  
**Area Courses Taught:** 3  
**Research Specialization:** Israel/Palestine, Jewish diaspora, science, colonialism, nationalism, identity politics, race  
**Time Spent on Teaching/Research Related to the Middle East:** 75%  
**Theses Supervised in Past 5 Years:** 13  
**U.S. Government Fellowships Received:** Fulbright-Hayes, 1991-92; Fulbright, 1991-92, declined  
**Recent Publications:** “Academic Freedom at Risk. The Occasional Worldliness of Scholarly Texts,” in *If Truth Be Told*, Didier Fassin ed. Durham, NC: Duke University Press, 2017; “Biology as History.” In *The Politics of Israel’s Past. The Bible, Archaeology and Nation-Building*, Edited by Emanuel Pfoh and Keith W. Whitlam. Sheffield UK: Sheffield University Press, 2013; *The Genealogical Science: Genetics, The Origins of the Jews, and The Politics of Epistemology*. Chicago: The University of Chicago Press, 2012; “Bringing Politics Back In,” Public Books: Virtual Roundtable on Amy Waldman’s *The Submission*, March 12, 2012

**Name:** Thea Renda Abu El-Haj

**Title:** Associate Professor

**Department and Tenure Status:** Education, Barnard College. Tenured

**Education:** PhD 1998 Education, Culture, and Society, Graduate School of Education, University of Pennsylvania; MA 1994: Clinical and Developmental Psychology, Bryn Mawr College; BA 1983: BA in History with Distinction, Swarthmore College

**Academic Experience:** 2010-17, Associate Professor, Graduate School of Education, Rutgers University, NJ; 2004-2010, Assistant Professor, Graduate School of Education, Rutgers University, NJ; 2003-2004, Visiting Assistant Professor, Swarthmore College, PA

**Language Competence (scale of 1-5):** Arabic: 3; French: 3

**Overseas Experience:** Research in the Lebanese conflict zone; Professional development for UNRWA teachers

**Area Courses Taught:** n/a

**Research Specialization:** citizenship and education; globalization, transnational migration; Muslim immigrant communities in the US; Lebanese and Syrian refugee children attending public schools in Lebanon.

**Time Spent on Teaching/Research Related to Middle East:** Research 90%, Teaching 10%

**Theses Supervised in Past 5 Years:** 4

**U.S. Government Fellowships Received:** CASA (1985-86)

**Recent Publications:** “Fifi the punishing cat and other civic lessons from a Lebanese Public Kindergarten School,” *International Journal of Education in Emergencies*, 2018; “Whose race problem? Patterns of racial denial in US and European educational discourses on Muslim youth,” *Curriculum Inquiry* 47 (3), 2017; *Unsettled belonging: Educating Palestinian American youth after 9/11*, University of Chicago Press: 2015

**Distinctions:** American Educational Studies Association Book Critics Award, 2016

**Name:** Lila Abu-Lughod

**Title:** Joseph L. Battenwieser Professor of Social Science

**Department and Tenure Status:** Anthropology; tenured

**Education:** Ph.D., Harvard University, 1984; M.A., Harvard University, 1978; B.A., Carleton College, 1974

**Academic Experience:** 2000-present, Professor of Anthropology and Women’s Studies, Columbia University; 2012-15, Director, Middle East Institute; 2004-07, Director, Institute for Research on Women and Gender; 1991-99, Associate Professor of Anthropology and Middle Eastern Studies, New York University; 1990-91, Assistant Professor of Religion, Princeton University; 1983-87, Assistant Professor of Sociology-Anthropology, Williams College

**Language Competence (scale of 1-5):** Arabic: 4, French: 2

**Overseas Experience:** Egypt, Palestine, Jordan, travel to Lebanon, Tunisia, Morocco, Syria

**Area Courses Taught:** 6

**Research Specialization:** Anthropology of the Middle East; expressive culture and media; gender and women’s rights; ethnography; memory; Egypt; Palestine

**Time Spent on Teaching/Research Related to Middle East:** 80%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** National Endowment for the Humanities; FLAS; Fulbright

**Recent Publications:** “The Cross-Publics of Ethnography: The Case of the “Muslimwoman.” *American Ethnologist* 43 (4), 2016; “The Values of Ethnography: An Afterword.” *Veiled Sentiments*, 30th Anniversary Edition. University of California Press, 2016; “Taking Back the Village: Rural Youth in a Moral Revolution.” *Middle East Report* 272; “The Moral Basis of Hierarchy” in *Moral Anthropology: A Critical Reader*, eds. Didier Fassin and Samuel Lézé, Routledge, 2014; *Do Muslim Women Need Saving?*, Harvard University Press, 2013.

**Distinctions:** Lenfest Distinguished Faculty Award, Columbia University, 2008; American Ethnological Society Senior Book Prize for Dramas of Nationhood, 2007; Outstanding Senior Scholar Award, Middle East Section, American Anthropological Association, 2007

**Name:** May Ahmar

**Title:** Lecturer in Arabic

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** PhD, Linguistics (expected), Graduate Center, City University of New York; M.A., Arabic Linguistics, American University of Beirut; B.A., Arabic Literature, Language and Linguistics, American University of Beirut

**Language Pedagogy Training:** Yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 2006-present, Lecturer in Arabic, Columbia University; 2004-2006, Instructor of Arabic, Economic and Social Commission for Western Asia, United Nations, Lebanon; Summer 2004 and 2002, Instructor of Arabic, Arabic Language School-Intensive Program, Middlebury College, Vermont; Summer 2003 and 2001, Instructor of Arabic, Center of Arabic and Middle Eastern Studies, American University of Beirut, Lebanon; 2000-2006, Instructor of Arabic, Regional External Programs-Extension Programs, American University of Beirut

**Language Competence (scale of 1-5):** Arabic: 5, French: 4, English: 4

**Overseas Experience:** Lebanon, Jordan, Egypt

**Area Courses Taught:** 6

**Research Specialization:** Linguistics, sociolinguistics, syntax, Heritage Speakers, and rhetoric

**Time Spent on Teaching/Research Related to the Middle East:** 100%

**Theses Supervised in Past 5 Years:** 2

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** Editor, 501 Arabic Verbs by Dr. Raymond Scheidlin (Barron's, 2007); A Translator's Guide to Election Terminology, English-Arabic (NDI, 2005); Editor, The Name of Lebanon Through 4000 Years by Dr. A. Khoury-Harb (Lebanese Heritage Foundation Publications, 2003)

**Name:** Manan Ahmed

**Title:** Assistant Professor of Islamic History

**Department and Tenure Status:** History; tenure-track

**Education:** BS, Punjab University, 1991; BA, Miami University, 1997; PhD, University of Chicago, 2008

**Academic Experience:** 2013–present, Acting Director, Center for International History, Columbia; 2012 –present, Assistant Professor, History Department, Columbia; 2009-2012, Junior Professor, Institut für Islamwissenschaft; Freie Universität, Berlin; 2009, Associate Director, South Asia Language Resource Center, University of Chicago; 2005-2009, Assistant Director, Academic Computing (Humanities), University of Chicago

**Overseas Experience:** Germany, Pakistan

**Language(s):** Urdu: 5, Persian: 4, Arabic: 3, Sindhi: 3, Hindi: 3, German: 3, French: 2, Bangla: 1

**Percentage of Time spent on research and teaching on Middle East:** 25%

**Courses taught:** 5

**Research and Teaching Specialization:** History of Islam in South Asia; Intellectual History of South Asia; Digital Humanities

**Publications:** “Idols in the Archive.” Journal of Asian Studies, 2014; “A Demon with Ruby Eyes.” Medieval History Journal, 2014; “The Advent and Spread of Muslim Rule in South Asia,” in R. D. Long (ed.), History of Pakistan. Oxford University Press, Lahore, 2014.

**Theses Supervised in past five years:** MA (5), PhD (7)

**Distinctions:** Research grant, Zukunftsphilologie: Revisiting the Canons of Textual Scholarship, Forum Transregionale Studien and Freie Universität.



**Name:** Sonia Ahsan  
**Title:** Lecturer  
**Department and Tenure Status:** Anthropology, non-tenured  
**Education:** PhD, Columbia University, 2015  
**Work Experience:** Teaching Fellow, Columbia University  
**Language Competence (scale of 1-5):** English (5); Pashto (5); Persian (5); Urdu (5).  
**Overseas Experience:** Afghanistan; Pakistan  
**Area Courses Taught:** 2  
**Research Specialization:** Anthropology; Gender; South Asia; Middle East; Central Asia  
**Time spent on teaching/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government fellowships received:** FLAS  
**Recent Publications:** "When Muslims Become Feminists". 2017. Afghanistan's Islam and "Engendering the Taliban". 2018. Modern Afghanistan.

**Name:** Hisham Aidi  
**Title:** Lecturer  
**Department and Tenure Status:** International and Public Affairs; non-tenured  
**Education:** Ph.D., Political Science, Columbia University  
**Academic Experience:** 2007-present, Lecturer, Columbia University; 2017-2018, Scholar-in-Residence, Schomburg Center for Research in Black Culture; 2004-11, Fellow, Center for Contemporary Black History, Columbia University; 2004-05, Postdoctoral Fellow, David C. Driskell Center for Study of Africa and Its Diaspora, University of Maryland  
**Language Competence (scale of 1-5):** Arabic: 5, French: 5, Spanish: 5  
**Overseas Experience:** Research in Brazil, Egypt, France, Mexico, Morocco  
**Area Courses Taught:** 4  
**Research Specialization:** Globalization of Islam, Social Movements, Race, Diasporas  
**Time Spent on Teaching/Research Related to the Middle East:** 25%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *Rebel Music: Race, Empire, and the New Muslim Youth Culture*, Pantheon, 2014; *Participation and Citizenship: Muslim Americans and the State*, Columbia University Press, co-editor Alfred Stepan, 2014; *Black Routes to Islam*, ed. Manning, Marable, and Hishaam Aidi, Palgrave Macmillan, 2009; *Redeploying the State: Corporatism, Neoliberalism and Coalition Politics*, Palgrave Macmillan, 2008.  
**Distinctions:** Ford Foundation & Mellon Foundation Grant (NYPL), 2017-18; American Book Award, 2015; Hip-Hop Scholar of the Year, 2015; Open Society/Soros Foundation Global Fellow grant to study political mobilization of Muslim youth in Europe and America, 2011-12; Carnegie Scholar Award, 2008-09

**Name:** Nora Akawi  
**Title:** Director of Studio-X Amman, Adjunct Assistant Professor  
**Department and Tenure Status:** Graduate School of Architecture, Planning and Preservation (GSAPP)  
**Education:** B.Architecture (Bezalel Academy of Art and Design, Jerusalem 2009), MS. Critical, Curatorial, and Conceptual Practices in Architecture (Columbia University, New York 2011)  
**Academic Experience:** 2012 - ongoing: Director of Studio-X Amman (Columbia GSAPP / Columbia Global Centers | Amman); 2014 - ongoing: Adjunct Assistant Professor (Columbia GSAPP)  
**Language Competence (scale of 1-5):** Arabic: 5, English: 5, French: 4, Hebrew: 4, Spanish: 3  
**Overseas Experience:** Director of Studio-X Amman at Columbia Global Center | Amman since September 2012  
**Area Courses Taught:** 6  
**Research Specialization:** Architecture, Borderlands, Migration, and Citizenship. Water Infrastructure, Water Justice, and Water Urbanism.  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 1  
**U.S. Government Fellowships Received:** None  
**Recent Publications:** Architecture and Representation: The Arab City  
**Distinctions:** n/a

**Name:** Shahrough Akhavi  
**Title:** Adjunct Professor  
**Department and Tenure Status:** Political Science; non-tenured  
**Education:** B.A., Brown University, 1962; M.A., Harvard University, 1964; Ph.D., Columbia University, 1969  
**Academic Experience:** University of California, Davis, 1970-1973; University of South Carolina, 1973-2011; Columbia University, 2011-present  
**Language Competence (scale of 1-5):** Persian: 5, Arabic: 4, French: 4, Russian: 3  
**Overseas Experience:** Iran, 1975, Egypt, 1980-1981; 1991; 1998  
**Area Courses Taught:** n/a  
**Research Specialization:** Comparative Politics, Political Theory  
**Time spent on teaching/research related to the Middle East:** 65%  
**Theses Supervised in Past 5 Years:** 4  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** The Middle East: The Politics of the Sacred and Secular. London: Zed, 2009; "Shi'ite Theories of Social Contract," in Sharia'a: Islamic Law in the Contemporary Context. ed.; Abbas Amanat and Frank Griffel. Stanford: Stanford University Press, 2007. pp. 137-155; "The Muslim Tradition in Political Philosophy," in The Oxford Handbook of the History of Political Philosophy, ed. George Klosco. New York: Oxford University Press, 2011. pp. 789-802.  
**Distinctions:** n/a

**Name:** Muhsin Al-Musawi

**Title:** Professor

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenured

**Education:** Ph.D., Comparative Literature with Distinction, Dalhousie University, 1978; M.A., Dalhousie University, 1975; B.A., Baghdad University, 1966

**Academic Experience:** 2000-present, Professor, Columbia University; 1998-present, Professor of Arabic Studies, American University of Sharjah; 1993-2000, Affiliate Professor, Temple University; 1991-92, Professor, Faculty of Arts, University of Tunis; 1988-90, Professor, Amman University; 1979-88, Professor, Baghdad University

**Language Competence (scale 1-5):** Arabic: 5, German: 3

**Overseas Experience:** Iraq, Yemen, Jordan, Tunisia

**Area Courses Taught:** 11

**Research Specialization:** Arabic Literature and Comparative Studies

**Time Spent on Teaching/Research Related to Middle East:** 85%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** Fulbright Scholar Grant, 2018 in Tunis; Fulbright Visiting Scholar Grant, 2001-02; Fulbright Scholar Grant as Affiliate Professor, Temple University, 1997

**Recent Publications:** *Arabic Literature for the Classroom*, London and New York: Routledge, 2017; *The Medieval Islamic Republic of Letters: Arabic Knowledge Construction*, Notre Dame: University of Notre Dame Press, 2015; *The Islamic Context of the Arabian Nights*, New York: Columbia University Press, 2009.

**Distinctions:** outstanding academic title for 2010; Owais Award in Literary Criticism, 2002.

**Name:** Lisa Anderson

**Title:** Special Lecturer and Dean Emerita, James T. Shotwell Professor Emerita

**Department and Tenure Status:** School of International and Public Affairs, tenured

**Education:** Ph.D., Political Science, Columbia University, 1981; Certificate, Middle East Institute, Columbia University, 1976; M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University, 1974; A.B., Sarah Lawrence College, 1972

**Academic Experience:** *Sarah Lawrence College:* Visiting Instructor in International Relations, 1975-76; *Harvard University:* Assistant Professor of Government, 1984-86; Assistant Professor of Government and Social Studies, 1981-84; Director of Student Programs, Center for International Affairs, 1982-84; *Columbia University:* James T. Shotwell Professor of International Relations, 2001-10; Dean, School of International and Public Affairs, 1997-07; Professor and Chair, Department of Political Science 1994-97; Director, Middle East Institute, 1990-93; Associate Professor, Department of Political Science, 1986-94; *The American University in Cairo:* President, 2011-16; Provost and Professor of Political Science, 2008-11; *NYU-Abu Dhabi:* Senior Research Fellow, Fall 2016

**Language Competence (scale of 1-5):** Arabic: 4

**Overseas Experience:** Egypt

**Area Courses Taught:** 2

**Research Specialization:** Politics in the Middle East and North Africa

**Time Spent on Teaching/Research Related to Middle East:** 90%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** National Endowment for the Humanities Fellowship, 1993-94

**Recent Publications:** *Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century*, Columbia University Press, 2003; editor, *Transitions to Democracy*, Columbia University Press, 1999; editor, with Rashid Khalidi, Muhammad Muslih, and Reeva Simon, *The Origins of Arab Nationalism*, Columbia University Press, 1991.

**Distinctions:** Doctor of Humane Letters, *honoris causa*, The American University of Paris, 2015; Global Leadership Award, School of International and Public Affairs, Columbia University, 2012; Doctor of Laws, *honoris causa*, Monmouth University, 2002.

**Name:** Amale Andraos

**Title:** Dean

**Department and Tenure Status:** Graduate School of Architecture, Planning and Preservation; tenured

**Education:** 1999, M.Arch., Harvard University; 1996, B.Arch, McGill University in Montreal.

**Academic Experience:** 2011-present, Professor of Architecture, Graduate School of Architecture, Planning and Preservation; 2006-11, Adjunct Professor, Princeton University School of Architecture; 2005-06, Design Critic in Architecture, Harvard Graduate School of Design; 2004-05, Visiting Critic, Princeton University School of Architecture; 2004-05, Visiting Critic, American University in Beirut.

**Language Competence (scale of 1-5):** Arabic: 5, French: 5

**Overseas Experience:** Lebanon, Saudi Arabia, France, Netherlands

**Area Courses Taught:** 1

**Research Specialization:** The Arab city, urban and natural environments

**Time Spent on Teaching/Research Related to Middle East:** 80%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Architecture and Representation: The Arab City* (2016), Columbia GSAPP Books on Architecture; *Above the Pavement, the Farm! Architecture and Agriculture at PF1* (2010), Princeton Architectural Press; *49 Cities* (2009), Storefront for Art and Architecture

**Distinctions:** 2016, New Generation Leader, Architectural Record Women in Architecture Award; 2015, Arch Daily 2014 Building of the Year; 2015, AIA New York State Honor Award for Urban Design; 2015, Award for Excellence in Design – New York City Public Design Commission; 2014, Interior Design Best Of Year Award; 2014, MASTerworks Award – Best Green Design Initiative, Municipal Arts Society; 2014, AIA NY Merit Interior Architecture Award.

**Name:** Gil Anidjar

**Title:** Professor

**Department and Tenure Status:** Religion, Middle Eastern, South Asian and African Studies; tenured

**Education:** Ph.D., University of California at Berkeley; M.A., Graduate Theological Union, Berkeley; B.A., Hebrew University, Jewish Thought and Jewish History

**Academic Experience:** 2013-present, Professor, Columbia University; Spring 2016, Distinguished Visitor, Center for Middle Eastern Studies, UC Berkeley; 2013-2014, Visiting Professor, Faculty for Media and Communication, University Singidunum, Belgrade, Serbia; 2007-2013, Associate Professor, Columbia University; 1999-2007, Assistant Professor, Columbia University; 1998-1999, Assistant Professor, Williams College

**Language Competence (scale of 1-5):** French: 5, Hebrew: 5, Arabic: 2, German: 2

**Overseas Experience:** Israel

**Area Courses Taught:** 6

**Research Specialization:** Comparative Literature and Religion, Arab/Jewish Relations, Hebrew and Jewish Literatures and Cultural Studies, Post-colonialism, Politics and Religion

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** FLAS

**Recent Publications:** *Qu'appelle-t-on destruction? Heidegger, Derrida* (Presses de l'Université de Montréal, 2017); *Sémites: Religion, race et politique en occident chrétien* (Le Bord de l'Eau, 2016) [two chapters from the English version, with a new preface and a new chapter]; *Blood: A Critique of Christianity* (Columbia University Press, 2014); *Semites: Race, Religion, Literature* (Stanford: Stanford UP, 2008).

**Distinctions:** 2016, Lenfest Distinguished Faculty Award, Columbia University; 2003, Honorable Mention, Harry Levin Prize for Best Book in Comparative Literary History published between 1999-2002 (American Comparative Literature Association)

**Name:** Mohsen Ashtiany  
**Title:** Research Scholar  
**Department and Tenure Status:** Center for Iranian Studies; non-tenured  
**Education:** MA (Hons.) in English literature and Medieval History with distinction, St. Andrews; Graduate research in Classical Persian and Comparative Literature, Oxford.  
**Academic Experience:** Oxford; UCLA; Manchester; Harvard; Princeton; Associate Editor at the Encyclopædia Iranica, Member of the Board of Editors, A History of Persian Literature series published by I.B.Tauris for Center for Iranian Studies  
**Language Competence (scale of 1-5):** English: 5, Persian: 5, French: 4, Arabic: 2  
**Overseas Experience:** Fellow of The Stockholm Collegium of World Literary History  
**Area Courses Taught:** 2  
**Research Specialization:** Persian Literature and Literary History.  
**Time spent on editing/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government fellowships received:** NEH Grant for the Beyhaqi translation (see below).  
**Recent Publications:** The History of Beyhaqi, tr. C.E. Bosworth, fully revised Mohsen Ashtiany, with Commentary, 3 vols., Harvard University Press, 2011; Chapter and translations in *Mughal Paintings: Art and Stories*, The Cleveland Museum of Art, ed. Sonya Rhie Quintanilla, London, 2016; Essay on Iranian mythology in Olga Davidson online festschrift [<http://www.thehollyfest.org/>] 2018; Editor, *A History of Persian Literature* Vol. II (jointly with Professor Yarshater) and Vol. III. Forthcoming 2018. Chapter on Persian narratives and factuality in *Narrative Factuality. A Handbook*, ed. Monika Fludernik and Marie-Laue Ryan, De Gruyter, 2019.

**Name:** Peter Awn  
**Title:** Professor of Islamic Religion and Comparative Religion  
**Department and Tenure Status:** Religion; tenured  
**Education:** Ph.D., Harvard University, Islamic Religion, and Comparative Religion, 1978; M.Div., Woodstock College; B.A., Fordham University, Philosophy  
**Academic Experience:** Professor of Islamic Religion and Comparative Religion  
**Language Competence (scale of 1-5):** Arabic: 5; Persian: 5; French: 5; German: 5; Latin: 3; Greek: 3; Sanskrit: 3  
**Overseas Experience:** Lebanon, Centre Religieuses d'Etudes Arabes; India; Tunisia; Egypt; Iran  
**Area Courses Taught:** 1  
**Research Specialization:** Islam  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 6  
**U.S. Government Fellowships Received:** Fulbright; NDFL  
**Recent Publications:** "Faith and Practice" in Islam: The Religious and Political Life of the World Community, Marjorie Kelly, ed. (New York: Praeger, 1984); Satan's Tragedy and Redemption: Iblis in Sufi Psychology (Leiden: E.J. Brill, 1983); "Islamic Mysticism." Dictionary of the Middle Ages New York: Scribners, 1982.  
**Distinctions:** American Council of Learned Societies Book Award, 1983

**Name:** Zainab Bahrani

**Title:** Edith Porada Professor of Ancient Near Eastern Art and Archaeology

**Department and Tenure Status:** Art History and Archeology; tenured

**Education:** Ph.D., New York University, Institute of Fine Arts, 1989

**Academic Experience:** Columbia University; Oriental Institute, University of Vienna, Austria

**Language Competence (scale of 1-5):** Arabic: 5; Italian: 4; German: 4; Dutch: 3; French: 3; Akkadian Cuneiform: 3

**Overseas Experience:** Dissertation on archeological site in southern Iraq; fieldwork and excavations in Iraq and Syria; lectures in Egypt; taught at Oriental Institute, University of Vienna, Austria, curated an exhibition in Istanbul. Current Fieldwork Project: Mapping Mesopotamian Monuments (in Iraq and Turkey). Begun 2012.

**Area Courses Taught:** 3

**Research Specialization:** Babylonian and Assyrian art, art and archaeology of ancient Iran, issues of Cultural Heritage and Preservation, Gender and Post-colonial theory for Art History and Archaeology

**Time Spent on Teaching/Research Related to Middle East:** 75%

**Theses Supervised in Past 5 Years:** 18

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** BOOKS: *Mesopotamia: Art and Architecture*, London: Thames and Hudson, 2017; *The Infinite Image*, Reaktion and University of Chicago Press, 2014; *Modernism and Iraq*, with Nada Shabout, New York, Wallach Gallery, Columbia University, 2009; *Scramble for the Past: A Story of Archaeology in the Ottoman Empire, 1753-1914*, Istanbul: SALT; *Ritual of War: the Body and Violence in Mesopotamia*, New York: Zone Books, 2008.

**Distinctions:** Lionel Trilling Book Prize for the Infinite Image, 2015; Elected Slade Professor of Fine Arts, University of Oxford, UK, 2010, James Henry Breasted Book Prize, 2009; Lenfest Distinguished Columbia Faculty Prize for excellence in teaching, 2008.

**Name:** Elazar Barkan

**Title:** Professor of International and Public Affairs

**Department and Tenure Status:** School of International and Public Affairs; tenured

**Education:** PhD in Comparative European History, Brandeis University, 1988; BA, Tel Aviv University, 1980

**Academic Experience:** 2006-09, Co-Director, Center for the Study of Human Rights, Columbia University; 2005-06, Visiting Professor, SIPA, Columbia University; 2001-06, Professor, Claremont Graduate University; 1994-2002, 2004-05, Chair, Cultural Studies Department; 1996-2002, Director, Institute for the Study and Preservation of Local Cultures; 1997-98, Visiting Professor, Tel-Aviv University; 1993-2001, Associate Professor, Claremont Graduate University; 1992-95, Director, Humanities Center, Claremont Graduate School; 1991-93, Assistant Professor, Claremont Graduate School; 1990, Lecturer, UCLA; 1989-91, Instructor, California Institute of Technology; 1987-88, Postdoctoral Research Associate, Harvard University; 1987-89, Lecturer, Harvard University

**Language Competence (scale of 1-5):** Hebrew: 5

**Overseas Experience:** Israel, France, Germany, Netherlands, Bosnia, Croatia, Italy, Turkey, Cyprus, Denmark

**Area Courses Taught:** 5

**Research Specialization:** Human rights; refugees; the politics of history and conflict transformation; post-conflict societies; cultural property

**Time spent of teaching/research related to the Middle East:** 75%

**Theses Supervised in the Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** "Memories of Violence: Micro and Macro History and the Challenges to Peacebuilding in Colombia and Northern Ireland," *Irish Political Studies*, 2016; *Choreography of Sacred Spaces: State, Religion and Conflict Resolution* (with Karen Barkey, Columbia University Press, 2014); *No Return, No Refuge: Rites and Rights in Minority Repatriation* (with Howard Adelman, Columbia University Press 2011)

**Distinctions:** Columbia President's Global Innovation Fund (PGIF) Faculty Grant Awards, 2016-2018

**Name:** Taoufik Ben-Amor  
**Title:** Gordon Gray Jr. Senior Lecturer in Arabic Studies  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured  
**Education:** Ph.D., University of Tunis, 1991; B.A., University of Tunis, 1985  
**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy  
**Academic Experience:** 2007-present, Director, Arabic Program, Columbia University; 1992-2007, Senior Lecturer in Arabic, Columbia University; 1993-97, Adjunct Professor of Arabic, The New School for Social Research; 1993-94, Adjunct Associate Professor of Arabic, Brooklyn College, CUNY; 1989-92, Assistant Professor, University of Tunis  
**Language Competence (scale of 1-5):** Arabic: 5; English: 5; French: 5; Italian: 4; Spanish: 3; German: 3  
**Overseas Experience:** Tunisia, Morocco, Lebanon, Egypt, Syria, Jordan, France  
**Area Courses Taught:** 3  
**Research Specialization:** Arabic language and linguistics; Arab music; music in Sufism  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 5  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** “Language Through Literature” in M. Al-Musawi, ed. *Arabic Literature for the Classroom*. Routledge, 2017; *Al-Manha fi al-Nahwi wa al-Sarfi al-‘arabiyyayn*. Mini-lecture series published on Youtube, 2015-17; *Developing Writing Skills in Arabic*, Routledge 2013; “The Making of Tradition: The Standardization of the Lyrics of the Tunisian Andalusian Malouf Repertoire.” Paper delivered at the symposium on “Knowledge and Language in Middle Eastern Societies,” University of Cambridge, October 2009.  
**Distinctions:** 2014, Presidential Global Initiative Fund to start the MENA Summer program in Amman-Paris; 2015, 2016, 2017 Columbia University Language Support Grant to develop Grammar mini lectures

**Name:** Naor Ben-Yehoyada  
**Title:** Assistant Professor  
**Department and Tenure Status:** Anthropology, untenured  
**Education:** PhD, Harvard University, 2011; MA, Tel Aviv University, 2005  
**Academic Experience:** Research Fellow (Visiting Assistant Professor, Harvard Anthropology 2011-2012; Gonville & Caius College, Cambridge 2012-2026; Scholar Harvard Academy for International and Area Studies 2013-2015  
**Language Competence (scale of 1-5):** Hebrew: 5; Italian: 5; French: 4; Arabic: 4  
**Overseas Experience:** research in Tunisia, Italy, Israel-Palestine  
**Area Courses Taught:** 1  
**Research Specialization:** Social anthropology, maritime history, political ecology  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:**  
**Recent Publications:** “Time at sea, time on land: temporal horizons of rescue and refuge in the Mediterranean and Europe,” in *Migration, Temporality, and Capitalism: Mobility across Global Spaces*, Winnie Lem and Pauline Gardiner Barber (eds.), Palgrave Macmillan (2018); “Heritage Washed Ashore: Underwater Archaeology and Regionalist Imaginaries in the Central Mediterranean.” In *Critically Mediterranean*, 217–39. Mediterranean Perspectives. Palgrave Macmillan, Cham (2018); *The Mediterranean Incarnate: Region Formation between Tunisia and Sicily since WWII*, University of Chicago Press (2017); “‘Follow me and I will make you fishers of men.’ The moral and the political scales of migration in the Central Mediterranean,” *Journal of the Royal Anthropological Institute (JRAI)* 22:1 (2016).  
**Distinctions:** Heyman Center Fellowship 2018-19, Heyman Center for the Humanities at Columbia University, 2018; Evans-Pritchard Lectureship, “Getting *Cosa Nostra*: Knowledge and Criminal Justice in Southwestern Sicily”. All Souls College, University of Oxford, 2017.

**Name:** Nehama Rezler Bersohn

**Title:** Lecturer in Hebrew Language

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** Ph.D., Columbia University, 1976; M.A., Columbia University, 1970; B.H.L., Jewish Theological Seminary, 1967

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 1987-present, Adjunct Assistant Professor, Columbia University; 1985-1986, Visiting Assistant Professor, University of Pennsylvania; 1973-1984, Assistant Professor, Princeton University; 1972-1973, Lecturer, Princeton University; 1977-1978, Hebrew Consultant, Educational Testing Service

**Language Competence (scale of 1-5):** Hebrew: 5, Yiddish: 4, German: 3, French: 3

**Overseas Experience:** Israel (teaching Hebrew and Jewish history to immigrant soldiers in the Israeli Army)

**Area Courses Taught:** 3

**Research Specialization:** The Role of Superpowers in the Middle East; Israeli Literature

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** N/A

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** "The Role of the Superpowers in the Middle East- The View from Jerusalem" in Proceedings of the 25<sup>th</sup> Near East Conference, Princeton University, 1980; "Israeli Literature and Social, Political and Cultural Changes," in Hebrew Studies Annual, 1979-80; Isaac Shami's Stories: A Western Approach to a Near Eastern Milieu," in Modern Hebrew Literature, 1978

**Name:** Rym Bettaieb

**Title:** Lecturer in Arabic

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** Ph.D. in English Language and Literature, Drew University, 2013; M.Phil. Drew University, 2007; M.A. with Honors, English, College of Staten Island, City University of New York, 1999; B.A., English, Université des Lettres et des Sciences Humaines, La Manouba, Tunis

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 2007-present, Lecturer in Arabic, Department of Middle East, South Asian, and African Studies, Columbia University, New York; 2006-2007, Arabic Adjunct Professor, Middle East Studies Program, Drew University; 2005-2006, English Adjunct Professor, Drew University, Madison, New Jersey; 2001- 2005, Arabic Adjunct Professor, New School University, New York; 1998-2004, English & French Adjunct Professor and Tutor, College of Staten Island, CUNY.

**Language Competence (scale of 1-5):** English: 5, Arabic: 5, French: 5, Italian: 3, Spanish: 3

**Overseas Experience:** Native Tunisian, travel in the region

**Area Courses Taught:** 5

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** N/A

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** "Maxnaa al-jihad daakhil al-jama'aa al-Suufiyya ash-shaadhiliyya fil willayaat al-mutta7ida al amriikiya," *Mominoun Without Borders. Foundation Believers Without Borders for Studies and Researches*, December 2017; "Maryam Hand's Poetry in Relation to Sufi Teaching and the Tradition of Sufi Authorship," Diss. (Drew University, 2013. ProQuest Dissertations and Theses. Web. November 2013; "Chapter 2," *And Then*, Vol. 17, 2013; with Amine Bouchentouf, *Complete Arabic: The Basics*, Ed. Christopher A. Warnasch, New York: Living Language, Second Edition, 2008.



**Name:** Richard Betts

**Title:** Arnold A. Saltzman Professor of War and Peace Studies; Director, Saltzman Institute of War and Peace Studies; Director, International Security Policy Program, School of International and Public Affairs

**Department and Tenure Status:** Political Science; tenured

**Education:** Ph.D., Harvard University, 1975; M.A., Harvard University, 1971; B.A., Harvard University, 1969

**Academic Experience:** 1990-present, Professor, Columbia University; 2000-present, Adjunct Senior Fellow, Council on Foreign Relations; 1988-90, Lecturer, Johns Hopkins University; 1985-88, Visiting Professor, Harvard University; 1971-75, Teaching Fellow, Harvard University

**Language Competence (scale of 1-5):** n/a

**Overseas Experience:** n/a

**Area Courses Taught:** 2

**Research Specialization:** National security

**Time Spent on Teaching/Research Related to the Middle East:** 25%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *American Force* (Columbia University Press, 2012); *Enemies of Intelligence* (Columbia University press, 2007); *Military Readiness* (Brookings Institution, 1995); *Soldiers, Statesmen, and Cold War Crises*, Cambridge: Harvard University Press, 1977, won the Inter-University Seminar on Armed Forces and Society's Harold Lasswell Award, nominated for Pulitzer Prize and National Book Award, Second Edition, with new Preface and Epilogue, New York: Columbia University Press, 1991.

**Distinctions:** General James H. Doolittle Award, Massachusetts Institute of Technology, 2012; ISSS Distinguished Scholar Award, International Studies Association, 2005

**Name:** Sarah R. bin Tyer

**Title:** Assistant Professor

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non-tenured

**Education:** PhD, School of Oriental and African Studies, University of London

**Academic Experience:** Senior Teaching Fellow at SOAS (University of London), Andrew W. Mellon Post-doctoral Fellow at the American University in Beirut

**Language Competence (scale of 1-5):** Arabic: 5

**Overseas Experience:** United Kingdom, Egypt, Lebanon, Spain

**Area Courses Taught:** 3

**Research Specialization:** The Qur'an, Arabic and Comparative Literature

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** n/a

**Distinctions:** n/a

**Name:** Albert Bininachvili  
**Title:** Lecturer in Political Science  
**Department and Tenure Status:** School of International and Public Affairs; non-tenured  
**Education:** Ph.D., International Relations, Institute of Oriental Studies, Moscow, 1986; M.A., Middle East History, Institute of Asian and African Studies, Moscow State University, 1979  
**Academic Experience:** 1990-present, Lecturer in Political Science, Columbia University; 1996-present, Founding Director, Caucasus and Central Asia Program, Bologna University; 1988-1990, Assistant Professor of Islamic Studies, Milan Catholic University; 1979-1984, Research Fellow, Institute of Oriental Studies, Moscow  
**Language Competence (scale of 1-5):** Farsi: 5; Russian: 5; Azeri: 5; Italian: 5; Turkish: 3; Arabic: 2  
**Overseas Experience:** Central Asia, Iran, Russia, Italy  
**Area Courses Taught:** 5  
**Research Specialization:** Security and Energy in Middle East and Eurasia  
**Time spent of teaching/research related to the Middle East:** 75%  
**Theses Supervised in the Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** n/a

**Name:** Hiba Bou Akar  
**Title:** Assistant Professor of Architecture, Planning, and Preservation  
**Department and Tenure Status:** Graduate School of Architecture, Planning, and Preservation; tenure-track  
**Education:** University of California, Berkeley: PhD, City and Regional Planning, Designated Emphasis in Global Metropolitan Studies, 2012. Massachusetts Institute of Technology (MIT): MCP, Master in City Planning, 2005. American University of Beirut (AUB): BArch, Bachelor of Architecture, 2000.  
**Academic Experience:** Columbia University, New York: Assistant Professor of Architecture, Planning and Preservation, 2017-ongoing. Hampshire College, Amherst, MA: Assistant Professor of Urban Planning and Middle Eastern Studies, 2012- 2016. Harvard University, Cambridge, MA: Mellon Postdoctoral Fellow, Mahindra Humanities Center, 2014-2015.  
**Language Competence (scale of 1-5):** Arabic: 5; English: 5; French: 2  
**Overseas Experience:** Research in Beirut, Lebanon since 2004; Worked/Researched in Dubai, UAE; Vientiane, Laos; Beijing, China  
**Area Courses Taught:** 3  
**Research Specialization:** Urban Planning, Violence, Conflict, Housing, Religious-political organizations  
**Time Spent on Teaching/Research Related to Middle East:** Research: 100% on Middle East; Teaching and advising: 25% on Middle East  
**Theses Supervised in Past 5 Years:** Middle East-related: 5; Other: 7  
**U.S. Government Fellowships Received:** National Science Foundation Dissertation Development Grant  
**Recent Publications:** Bou Akar, Hiba. *For the War Yet to Come: Planning Beirut's Frontiers*. Stanford University Press, June 2018. Bou Akar, Hiba and Roosbelinda Cárdenas (2018). "Writing about Violence: A Joint Reflection from Latin America and the Middle East," *Middle East Research and Information Project (MERIP)*, 284/285, pp. 46-51.  
**Distinctions:** n/a

**Name:** Clémence Boulouque

**Title:** Carl and Bernice Witten Assistant Professor of Israel and Jewish Studies

**Department and Tenure Status:** Religion Department, Tenure track

**Education:** Ph.D, New York University, 2014; Master of International Affairs, Columbia University; 2002; Licence Art History, Honors, Paris 1 Sorbonne University, 2001; DEA (post MA degree), Literature, Honors, Paris 7 University, 2000; MBA, ESSEC Business School, France, 1999; BA, Sciences Po (Institute of Political Studies), Paris, 1997

**Academic Experience:** 2015-present, Assistant Professor, Columbia University.

**Language Competence (scale of 1-5):** French: 5; German: 4; Italian: 4; Hebrew: 4; Russian: 3; Spanish: 3; Portuguese: 3; Arabic: 2

**Overseas Experience:** Producer and journalist, France; reports in Eastern Europe, the Mideast, Afghanistan

**Area Courses Taught:** n/a

**Research Specialization:** Jewish Mysticism and philosophy, Sephardic and Mediterranean history

**Time Spent on Teaching/Research Related to Middle East:** 25%

**Theses Supervised in Past 5 Years:** 1

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** “An ‘Interior Occident’ and the Case for an Oriental Modernity: The Livornese Printing Press and the Mediterranean Publishing Networks of Elia Benamozegh (1823–1900),” *Jewish Social Studies* 23, no. 2 (Winter 2018): 86–136; “Elia Benamozegh's Printing Presses: Livornese Crossroads and the new margins of Italian Jewish History” in *Italian Jews in Context*. New York: Palgrave Macmillan, 2018.

**Distinctions:** Provost Grant for Junior Faculty Who Contribute to the Diversity Goals of the University, Fall 2017; Lenfest Fellowship, Columbia University, 2016; Chevalier de l'Ordre des Arts et Lettres (Knight of the Order of Arts and Letters - French Government), 2016

**Name:** Brian Boyd

**Title:** Director of Museum Anthropology

**Department and Tenure Status:** Anthropology; non-tenured

**Education:** Ph.D., Cambridge, 1996; M.A., Glasgow, 1991

**Academic Experience:** Present: Columbia University; 1997-2006: Lecturer, University of Wales, Lampeter; 1995-1997: Postdoctoral Research Fellow, Corpus Christi College, University of Cambridge

**Language Competence (scale of 1-5):** Arabic (2); French (4)

**Overseas Experience:** Palestine/Israel: main archaeological/anthropological research area

**Area Courses Taught:** 2

**Research Specializations:** Archaeology, politics & practice (Palestine & wider southwest Asia); Museum Anthropology (Palestine); Human-Animal Studies (global).

**Time Spent on Teaching/Research Related to Middle East:** 80%

**Theses Supervised in Past 5 Years:** 3

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** 2018, “An archaeological telling of multispecies co-inhabitation: comments on the origins of agriculture and domestication narrative in Southwest Asia,” in Birch, S.P. (ed.) *Multispecies Archaeology*, London & New York: Routledge; 2017, “The political ecology of za’atar,” *EnviroSociety (Environment and Society)*; 2017, “Human-animal relations and archaeology: thinking through anthropocentrism,” *Annual Review of Anthropology*, 46; 2016, “Abu Hureyra 1 in Northwest Syria: “periphery” no more;” in Lillios, K.T. and M. Chazan (eds.) *Fresh Fields and Pastures New: papers presented in honor of Andrew M.T. Moore*. Leiden: Sidestone.

**Distinctions:** 2015: Columbia University President’s Global Initiative Fund Award for “Building Community Anthropology across the Jordan Valley”. Collaborative project with Co-Director Dr. Hamed Salem (Birzeit University) & the Palestine Ministry for Antiquities & Tourism.

**Name:** Richard W. Bulliet  
**Title:** Professor Emeritus  
**Department and Tenure Status:** History; tenured  
**Education:** Ph.D., M.A., and B.A., Harvard University  
**Academic Experience:** 1976-present, Columbia University; 1973-1975, University of California at Berkeley; 1967-1973, Harvard University  
**Language Competence (scale of 1-5):** Persian: 5, Arabic: 3, French: 3, German: 5  
**Overseas Experience:** Uzbekistan, Kyrgyzstan, Russia, Egypt, Lebanon, Jordan, Syria, Iraq, Iran, Turkey, Saudi Arabia, Kuwait, Bahrain, Oman, United Arab Emirates, Pakistan, Lebanon, Morocco, Algeria, Tunisia, Afghanistan, Greece-Research  
**Area Courses Taught:** n/a  
**Research Specialization:** Islam, Social History, History of Technology, World History, History of human-animal relations  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 3  
**U.S. Government Fellowships Received:** NDFL 1962-1965; Fulbright-Hayes 1965-66  
**Recent Publications:** *Cotton, Climate, and Camels in Early Islamic Iran* (New York: Columbia UP, 2009); *Hunters, Herders, and Hamburgers* (New York: Columbia UP, 2005); *The Case for Islamo-Christian Civilization* (New York: Columbia UP, 2004)

**Name:** Elisheva Carlebach  
**Title:** Salo Wittmayer Baron Professor of Jewish History, Culture, and Society  
**Department and Tenure Status:** History; tenured  
**Education:** Ph.D., Columbia University, 1986; M.Phil., Columbia University, 1980; M.A., Columbia University, 1978; B.A., Brooklyn College, CUNY, 1976  
**Academic Experience:** 2008-present, Professor, Columbia University; 2000-2008, Professor of History, Queens College, CUNY; 1996-2008, Doctoral Faculty, Ph.D. Program in History, CUNY Graduate School; 1993-2000, Associate Professor, Department of History, Queens College; Spring 1996-present, Adjunct Professor, Bernard Revel Graduate School, Yeshiva University; 1987-92, Assistant Professor, Department of History, Queens College; 1977-87, Adjunct lectureships at Stern College, Yeshiva University, Touro College, and Columbia University  
**Language Competence (scale 1-5):** Hebrew (medieval and modern): 5  
**Overseas Experience:** N/A  
**Area Courses Taught:** 3  
**Research Specialization:** Cultural, intellectual, and religious history of the Jews in Early Modern Europe.  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 4  
**U.S. Government Fellowships Received:** NEH (2003-04, 1990-91)  
**Recent Publications:** *Palaces of Time: Jewish Calendar and Culture in Early Modern Europe* (Harvard U.P., 2011); *Divided Souls: Converts from Judaism in Early Modern Germany, 1550-1750* (Yale UP, 2001)

**Name:** Zeynep Çelik  
**Title:** Adjunct Professor  
**Department and Tenure Status:** History  
**Education:** PhD, University of California, Berkeley; M.Arch, Rice University, B.Arch, Istanbul Technical University  
**Academic Experience:** Distinguished Professor at New Jersey Institute of Technology and Rutgers University  
**Language Competence (scale of 1-5):** Turkish/Ottoman: 5; French: 5; Italian: 3  
**Overseas Experience:** Bosphorus University, Istanbul; École d'Architecture et d'Urbanisme, Tunis; École des Hautes Études en Sciences Sociales, Paris  
**Area Courses Taught:** 1  
**Research Specialization:** Urban and Architectural History, Visual Culture  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 1 at Columbia, 5 at Rutgers  
**U.S. Government Fellowships Received:** NEH, COARC  
**Recent Publications:** *About Antiquities: Politics of Archaeology in the Ottoman Empire*, Austin: University of Texas Press, 2016  
**Distinctions:** Koç Award (Turkey), Sarton Medal (Gent University), Honorary Doctorate (Bosphorus University), Guggenheim Fellow, ACLS Fellow

**Name:** Paul Thomas Chamberlin  
**Title:** Associate Professor  
**Department and Tenure Status:** History  
**Education:** Ohio State University, PhD  
**Academic Experience:**  
**Language Competence (scale of 1-5):** Arabic: 3  
**Overseas Experience:** Egypt, Lebanon, Syria  
**Area Courses Taught:** 1  
**Research Specialization:** International History, Cold War, US Foreign Relations  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:** FLAS, 2004-2007  
**Recent Publications:** *The Cold War's Killing Fields: Rethinking the Long Peace* (HarperCollins, 2018)  
**Distinctions:** n/a

**Name:** Alessandra Ciucci  
**Title:** Assistant Professor of Music  
**Department and Tenure Status:** Music, untenured  
**Education:** Columbia University (BA), CUNY Graduate Center (PhD)  
**Academic Experience:** Columbia University (2008-10), Northeastern University (2010-15), Columbia University (2015-)  
**Language Competence (scale of 1-5):** Italian: 5; French: 4; Moroccan Arabic: 3  
**Overseas Experience:** Studied for two years in Paris (Paris X University) and carried out fieldwork in Morocco since 2000  
**Area Courses Taught:** 3  
**Research Specialization:** Music of Morocco, North Africa, the Mediterranean, music and gender, sung poetry, popular music in North Africa, and music and migration  
**Time Spent on Teaching/Research Related to Middle East:** 90%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** J. William Fulbright Foreign Scholarship Grant for Dissertation Research (Morocco, 2001); American Institute for Maghrib Studies Grant (2001); Andrew W. Mellon Foundation Post-Doctoral Rome Prize in Modern Italian Studies (2018-19)  
**Recent Publications:** "Performing 'L-'alwa: a sacred and erotic journey in Morocco." *Ethnomusicology Forum* 26(2) (2017): 151-70.  
**Distinctions:** Hettelman Summer Fellow (2017)

**Name:** Yinon Cohen  
**Title:** Yosef H. Yerushalmi Professor of Israel and Jewish Studies  
**Department and Tenure Status:** Sociology; tenured  
**Education:** Ph.D., Sociology, SUNY at Stony Brook, 1982; M.A., Sociology, SUNY at Stony Brook, 1980; B.A., Hebrew University of Jerusalem, 1978  
**Academic Experience:** 2007-present, Yerushalmi Professor of Israel and Jewish Studies, Columbia University; 2011-2014, Chair, Department of Sociology, Columbia University; 1985-06, Lecturer to Professor, Departments of Sociology and Labor Studies, Tel Aviv U; 2001-02, Visiting Fellow, Office of Population Research, Princeton University; 1996-97, Visiting Scholar, Russell Sage Foundation, New York; 1992-95, Chair, Department of Labor Studies, Tel Aviv University  
**Language Competence (scale of 1-5):** English: 5, Hebrew: 5  
**Overseas Experience:** Israel  
**Area Courses Taught:** 2  
**Time Spent on Teaching/Research Related to Middle East:** 70%  
**Theses Supervised in Past 5 Years:** 3  
**U.S. Government Fellowships Received:** 2014, Binational Science Foundation (BSF) Project Grant  
**Recent Publications:** Cohen, Yinon and Neve Gordon. 2018. "Israel's Biospatial Politics: Territory, Demography, and Effective Control." *Public Culture* 30 (2): 199-220. Kristal, Tali, and Yinon Cohen. 2017. "The Causes of Rising Wage Inequality: The Race Between Institutions and Technology." *Socio-Economic Review* 15: 187-212. Kristal, Tali, Guy Mundlak, Yitchak Haberfeld, and Yinon Cohen. 2015. "Union Density in Israel 2006-2012: Bifurcation of the Industrial Relations System" *Labor, Society and Law* 20: 9-35 (Hebrew). Cohen, Yinon. 2015. "Spatial Politics and socioeconomic gaps between Jews and Palestinians in Israel." *Israeli Sociology* 17 (1): 7-31(Hebrew).

**Name:** Ihsan Colak

**Title:** Lecturer

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non tenured

**Education:** 2010, Ph.D., Indiana University

**Language Pedagogy Training:** Yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** Lecturer, Columbia University, 2011-Present; Assistant Professor, Suleyman Shah University, Istanbul, 2013-2015; Lecturer, New School, 2012-2013

**Language Competence (scale of 1-5):** Turkish and Ottoman (5); Azerbaijani (5); Uzbek, Tatar, Turkmen, Gagauz (3); Kazakh, Kirgiz (2); Russian, German, Arabic (2)

**Overseas Experience:** Suleyman Shah University, Istanbul, Turkey 2013-2015; ISAM, Islamic Research Institute, Istanbul, Turkey, Summer 2012

**Area Courses Taught:** 2

**Research Specialization:** Islam and modernization, Russian Muslims, Turkic World

**Time Spent on Teaching/Research Related to Middle East:** 90%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Modern Çağın Şafağında bir İslam Alimi: Şehabeddin Mercani*, Istanbul: Ufuk Yayınları, 2014 [An Islamic Scholar at the Dawn of the Modern Age]; "Sebilü'r-Reşad ve Safahat'ta Geçen Kur'an Ayetleri Üzerinden Mehmed Akif'in Zihin Haritasını Okumak," *Journal of Social sciences*, SDU Faculty of Arts and Sciences, April 2014, No: 34; "Imagining Iranian Nationalism: Mirza Fathali Akhundzadah and His Ideas On Iranian Nation", *Journal of Academic Studies*, Volume: 16 Number: 61 May, 2014; "Modernization and Civil Society among Russians and Muslims of the Volga Region", *International Journal of Russian Studies*, (2013-1).

**Distinctions:** n/a

**Name:** Zuleyha Colak

**Title:** Coordinator & Lecturer of Turkish Language Program

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** BA, Istanbul University, Istanbul, 1994-98; MA, Marmara University, Istanbul, 1998-2000; MA, Indiana University, Bloomington, 2002-04; PhD, Indiana University, Bloomington

**Language Pedagogy Training:** Yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 2004-Present, Certified Proficiency Tester for Turkish, American Council of Teaching on Foreign Languages; 2010-Present, Middle East and Asian Languages and Cultures, Lecturer, Columbia University; 2005-2010, ILES/ALL, Teaching Specialist, University of Minnesota; 2009, Mentor, American Council of Teaching Foreign Languages; 2008-2009, External Reviewer, Defense Language Institute; 2002-2005, Associate Instructor of Turkish, Indiana University

**Language Competence (scale of 1-5):** Turkish: 5, Ottoman: 5, English: 5, Arabic: 4, Persian: 4, Chagatai: 4, German: 4

**Overseas Experience:** Extensive research and presentations in Turkey

**Area Courses Taught:** 7

**Research Specialization:** Language Pedagogy, Deep Approach to Turkish, Sufi Literature, Turkish Literature and its sources, Sufi approaches, Islam and Women

**Time spent on teaching/research related to the Middle East:** 100%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government fellowships received:** N/A

**Recent Publications:** *Kadın Hilesi/ Pick Wick: Feminine Chicanery*, English translation, Upcoming in Deep University Publications, 2018; "Womanly Guile vs. Humanly Guile, Yusuf and Zulaikha Mesnevi", Howard University School of Divinity; "Parallel Readings on Qissat Yusuf" in Mawlana's Masnawi and Nursi's Risale-i Nur Collection.

**Name:** Steve Coll

**Title:** Henry R. Luce Professor of Journalism; Dean, School of Journalism

**Department and Tenure Status:** School of Journalism; tenured

**Education:** B.A., Occidental College, 1980

**Academic Experience:** 2012-present, Professor and Dean, Columbia University; 2007-12, President, New America Foundation; 1985-2005, Reporter, Foreign Correspondent, and Managing Editor, *Washington Post*

**Language Competence (scale of 1-5):** n/a

**Overseas Experience:** Extensive international travel and research, especially in Pakistan, India, and Sierra Leone

**Area Courses Taught:** 3

**Research Specialization:** National security; foreign intelligence

**Time Spent on Teaching/Research Related to the Middle East:** 25%

**Theses Supervised in Past 5 Years:** 14

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Directorate S: The C.I.A. and America's Secret Wars in Afghanistan and Pakistan*, 2018; *Private Empire: ExxonMobil and American Power*, Penguin Press, 2012; *The Bin Ladens: An Arabian Family in the American Century*, Penguin Press, 2008; *Ghost Wars: The Secret History of the CIA, Afghanistan and Bin Laden, from the Soviet Invasion to September 10, 2001*, Penguin Press, 2004.

**Distinctions:** Recipient of two Pulitzer Prize Awards, two Overseas Press Club Awards, a PEN American Center John Kenneth Galbraith Award, an Arthur Ross Book Award, a Livingston Award, a Robert F. Kennedy Journalism Award, a *Financial Times* and Goldman Sachs Business Book of the Year Award, the Lionel Gelber Prize, and the Arab American Institute's Anthony Shadid Award for Excellence in Journalism; Elected to the Pulitzer Prize Board, 2012

**Name:** Alexander Cooley

**Title:** Professor; Deputy Director of Social Science Programming, Harriman Institute

**Department and Tenure Status:** Political Science, Barnard College; tenured

**Education:** Ph.D., Columbia University, 1999; M.Phil., Columbia University, 1998; M.A., Columbia University, 1995; B.A., Swarthmore College, 1994

**Academic Experience:** 2011-present, Professor, Barnard College; 2008-11, Associate Professor, Barnard College; 2001-08, Assistant Professor, Barnard College; 1999-2001, Visiting Assistant Professor, Johns Hopkins University

**Language Competence (scale of 1-5):** Modern Greek: 5, Russian: 4, French: 3, Spanish: 3

**Overseas Experience:** Kyrgyzstan, Kazakhstan, Georgia, Turkmenistan, Romania, Turkey, China, Korea, Greece, Germany, Italy, Spain, Portugal, Belgium, United Kingdom

**Area Courses Taught:** 4

**Research Specializations:** External Actors and Regional Relations in Eurasia and Central Asia; International Sovereignty and Limited Sovereignty

**Time Spent on Teaching/Research Related to Middle East:** 75%

**Theses Supervised in Past 5 Years:** 10

**U.S. Government Fellowships Received:** National Science Foundation, 2006-07; Department of State Freedom Support Educational Partnerships Program with Eurasia, 2004-05

**Recent Publications:** *Dictators without Borders: Power and Money in Central Asia*, co-authored with John Heathershaw, Yale, 2017; *Ranking the World: Grading States as a Tool of Global Governance*, co-edited with Jack Snyder, Cambridge, 2015; "The United States in Central Asia: Going, going..." *The Economist*, December 7, 2013; "Why, and What, You Should Know About Central Asia." *The New York Review of Books*; Review of Great Games, Local Rules, August 15, 2013.

**Distinctions:** Student Choice Speaker, Ohio State University, Center for Slavic and East European Studies, 2014; Tow Professor for Distinguished Scholars and Practitioners, Barnard College, 2011-13; Open Societies Foundations Global Fellow, 2009-10



**Name:** Daniel Corstange  
**Title:** Assistant Professor  
**Department and Tenure Status:** Political Science; tenure track  
**Education:** Ph.D., University of Michigan, 2008; Advanced Arabic Certificate, Center for Arabic Study Abroad, 2004; B.A., Northwestern, 2000  
**Academic Experience:** 2012-present, Assistant Professor, Columbia University; 2016-2017, Campbell National Fellow, Hoover Institution, Stanford University; 2008-12, Assistant Professor, University of Maryland; 2008, Visiting Fellow, University of Notre Dame  
**Language Competence (scale of 1-5):** Arabic: 5  
**Overseas Experience:** Language Training in Egypt, Field Research in Jordan, Lebanon, Morocco, and Yemen  
**Area Courses Taught:** 4  
**Research Specialization:** Comparative Politics, Methodology  
**Time Spent on Teaching/Research Related to the Middle East:** teaching 10%, research 95%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:** FLAS Multi-Year, 2001; Fulbright-Hays Research Fellowship, 2004  
**Recent Publications:** “Sectarian Framing in the Syrian Civil War,” *American Journal of Political Science*, 2018; “Public Opinion on the Syrian Conflict Among Syrians in Lebanon,” *British Journal of Middle Eastern Studies*, 2018; “Kinship, Partisanship, and Patronage in Arab Elections,” *Electoral Studies* (2018); “Clientelism in Competitive and Uncompetitive Elections,” *Comparative Political Studies*, 2018; “Anti-American Behavior in the Middle East,” *Journal of Politics*, 2016; *The Price of a Vote in the Middle East*, Cambridge University Press, 2016.  
**Distinctions:** W. Glenn Campbell and Rita Ricardo-Campbell National Fellowship, Hoover Institution, Stanford University, 2016-2017; President’s Global Innovation Fund, 2013; Excellence in Teaching Award, 2011; Midwest Political Science Association Best Paper in International Relations Award, 2011.

**Name:** Hamid Dabashi  
**Title:** Hagop Kevorkian Professor of Iranian Studies and Comparative Literature  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenured  
**Education:** Ph.D., University of Pennsylvania, 1984; M.A., University of Pennsylvania; B.A., Tehran University  
**Academic Experience:** 2002-present, Professor, Columbia University; 1993–2002, Associate Professor, Columbia University; 1991-93, Assistant Professor, Columbia University; 1990-91, Visiting Professor, Columbia University; 1989-90, Visiting Professor, New York University; 1988-89, Post-doctoral Fellow, Harvard University; 1986-88, Research Fellow, University of Pennsylvania; 1987-88, Visiting Lecturer, University of Texas at Austin; 1984-86, Lecturer, University of Pennsylvania.  
**Language Competence (scale of 1-5):** Persian: 5; Arabic: 5; German: 3; French: 3  
**Overseas Experience:** Iran, Turkey, Syria, Lebanon, Egypt, Morocco  
**Area Courses Taught:** 6  
**Research Specialization:** Sociology of Islam; Post-colonialism  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 20  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *Persophilia: Persian Culture on the Global Scene*, Harvard University Press, 2015; *Can Non-Europeans Think?*, Zed, 2015; *Being a Muslim in the World*, Palgrave, 2012; *The World of Persian Literary Humanism*, Harvard University Press, 2012; *Corpus Anarchicum: Political Protest, Suicidal Violence, and the Making of the Posthuman Body*, Palgrave Macmillan, 2012; *The Arab Spring: The End of Postcolonialism*, Zed Books, 2012  
**Distinctions:** New Statesman Critics Book of the Year for *The World of Persian Literary Humanism*, 2012

**Name:** Elton Daniel  
**Title:** Professor and Director  
**Department and Tenure Status:** Center for Iranian Studies Studies; tenured  
**Education:** A.B., History and English, University of North Carolina at Chapel Hill, 1970; Ph.D., History, University of Texas at Austin, 1979  
**Academic Experience:** 2017-present, Director, Center for Iranian Studies; 2017-present, Editor-in-Chief, Encyclopedia Iranica; 1997-2001, Senior Research Scholar and Associate Editor, Encyclopedia Iranica, Columbia University; 1994-95, Visiting Professor, Oxford University; 1988, Visiting Professor, American University in Cairo; 1981-2011, Professor of Middle Eastern and Islamic History, University of Hawaii at Manoa; 1980-81, Visiting Professor, University of Chicago; 1976, Visiting Professor, University of Pennsylvania.  
**Language Competence (scale of 1-5):** Persian: 5; Arabic: 4; French: 4; Turkish: 2  
**Overseas Experience:** Research and teaching in the Syria, Egypt, Turkey, Iran and UK  
**Area Courses Taught:** n/a  
**Research Specialization:** history of early Islamic Iran, Islamic historiography in Persian and Arabic, and Persian travel literature of the Qajar period.  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *The Political and Social History of Khurasan under Abbasid Rule* (1979), *A Shi'ite Pilgrimage to Mecca* (1990), *Qajar Society and Culture* (2002), *Culture and Customs of Iran* (2006), and *The History of Iran* (2nd ed., 2012)  
**Distinctions:** n/a

**Name:** Janine Di Giovanni  
**Title:** Adjunct Professor of International and Public Affairs  
**Department and Tenure Status:** School of International and Public Affairs, non-tenured  
**Education:** MA in International Relations, The Fletcher School of Law and Diplomacy, Full Scholarship at Tufts University, 2016; MA in European Languages and Literature, Queen Mary College, University of London, 1987; MFA in Writing, University of Iowa, 1986; BA in Literature, Journalism and a minor in International Relations, University of Maine, 1983  
**Academic Experience:** Edward R. Murrow Press Fellow, Council on Foreign Relations, 2017-present; Pakis Fellow, Fletcher School of Law and Diplomacy, Tufts University, 2015; Ochberg Fellow, Columbia University, 2014; U.S. Institute for Peace, 2012; New America Foundation, 2012; Science Po, 2008; Harvard University, 2007; Princeton University, 2006; London School of Economics, 2005.  
**Language Competence:** French (4), Italian (3), French (3), Farsi (2), Arabic (2)  
**Overseas Experience:** Field experience and reporting in Syria, Yemen, Libya, Tunisia, Egypt, Algeria, Israel, Gaza, West Bank, Jordan, Lebanon, Morocco, Afghanistan, Iraq, the Gulf, Central Asia, Balkans, and Africa.  
**Area Courses Taught:** 1  
**Research Specialization:** Human Rights; Foreign Policy and Diplomacy  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *The Morning They Came for Us: Dispatches from Syria*, Norton & Bloomsbury, 2016; *Eve Arnold: Magnum Legacy*, Prestel, 2011; *Ghosts by Daylight: Love, War, Redemption*, Knopf, 2011  
**Distinctions:** Best American Travel Writing Essay Selection, 2014; Shortlisted for Amnesty International Magazine Award for Syria, 2013 & 2014; Twice Recipient of Nation Institute Investigation Grant, 2012; Memoir of the Year, Spears Book Award UK, 2001; Amnesty International for Chechnya, 2000; UK Foreign Correspondent of the Year for Chechnya, 2000; National Magazine Award for Kosovo, 2000

**Name:** Souleymane Bachir Diagne

**Title:** Professor

**Department and Tenure Status:** French and Romance Philology, Philosophy; tenured

**Education:** PhD, Sorbonne, 1988; Agrégation in Philosophy, École Normale Supérieure, 1978; BA, Sorbonne, 1977

**Academic Experience:** 2008-present, Professor, Columbia University; 2002-07, Professor, Northwestern University; 1982-02, Professor, Cheikh Anta Diop University, Senegal

**Language Competence (scale of 1-5):** French: 5, Wolof: 5

**Overseas Experience:** Senegal, France, and many Francophone African countries

**Area Courses Taught:** 2

**Research Specialization:** Philosophy and Sufism in the Islamic world, African philosophy and literature, twentieth century French philosophy

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Open to Reason: Muslim Philosophers in Conversation with Western Tradition*, New York, Columbia University Press, 2018; *The Ink of the Scholars: Reflections on Philosophy in Africa*, (Dakar, Codesria, 2016); *African Art as Philosophy: Senghor, Bergson, and the Idea of Negritude* (Seagull Books, 2011).

**Distinctions:** Dagnan-Bouveret prize by the French Academy of Moral and Political Sciences, 2011; Edouard Glissant Prize from Paris 8 University and the Institut du Tout\_monde for 2011; Lenfest Distinguished Faculty Award by Columbia University for the year 2015; Frantz Fanon Lifetime Achievement Prize by the Caribbean Philosophical Association for 2018.

**Name:** Mamadou Diouf

**Title:** Leitner Family Professor of African Studies and History

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenured

**Education:** Ph.D., Université de Paris I Panthéon-Sorbonne, 1981; M.Phil, Université de Paris VII Jussieu, 1978; M.Phil, Université de Paris I Panthéon-Sorbonne, 1977; M.A., Université de Paris I Panthéon-Sorbonne, 1976; B.A. Université de Paris VI Sorbonne.

**Academic Experience:** 2007-present, Professor, Columbia University; 2000–07, Professor, University of Michigan, Ann Arbor; 1999-2000, Visiting Professor, University of Michigan; 1984-92, Associate Professor, University Cheikh Anta Diop, Dakar, Senegal; 1981-83, Assistant Professor, University Cheikh Anta Diop, Dakar, Senegal.

**Language Competence:** French: 5; Wolof: 5

**Overseas Experience:** Senegal, France

**Area Courses Taught:** 2

**Research Specialization:** Urban, political, social and intellectual history in colonial and postcolonial Africa

**Time Spent on Teaching/Research Related to Middle East:** 70%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *The Arts of Citizenship in African Cities. Infrastructures and Spaces of Belonging* (Edited with Rosalind Fredericks). New York, Palgrave Macmillan, 2014; *Les arts de la citoyenneté au Sénégal. Espaces contestés et civilités urbaines* (Edited with Rosalind Fredericks). Paris, Karthala, 2013; *Tolerance, Democracy and Sufis in Senegal* (edited). New York, Columbia University Press, 2012.

**Distinctions:** n/a

**Name:** Madeleine Dobie  
**Title:** Associate Professor  
**Department and Tenure Status:** French, Institute for Comparative Literature and Society; tenured  
**Education:** Ph.D. Yale, 1995; B.A. Oxford, 1988  
**Academic Experience:** Spring 2011, Visiting professor, Columbia Global Center-Europe (exchanges with Sciences-Po and EHESS); Spring 2009, Visiting Professor, Princeton University; 2002-present, Associate Professor of French, Columbia University; 2000-2002, Associate Professor, Tulane University; 1994-2000, Assistant Professor, Tulane University  
**Language Competence (scale of 1-5):** French: 5, German: 3, Spanish: 3, Arabic: 2  
**Overseas Experience:** Study and research in France, Algeria, Morocco  
**Area Courses Taught:** 6  
**Time Spent on Teaching/Research Related to Middle East:** 75%  
**Theses Supervised in Past 5 Years** (theses relevant to Middle East studies): 5 Ph.Ds., 6 MAs  
**U.S. Government Fellowships Received:** 2005, National Humanities Center Fellowship; 2001 National Endowment for the Humanities Summer Research Stipend  
**Recent Publications:** “Locating Algerian Literature in World Literary Space,” *Middle-Eastern Literatures*, 20 (2017); Introduction, “Remembering Assia Djebar,” *Romanic Review* 106.1-2, April 2017; “Our Camus Moment,” *National Book Review*, May 6, 2016; “Exemplary Victims and Opaque Agents: Remembering Algeria’s Black Decade,” *Discursive Framings of Human Rights: Negotiating Between Victimhood and Agency*, Routledge (June 2016); “Assia Djebar: Writing between Land and Language,” *PMLA* 131:1 (2016)  
**Distinctions:** 2015-16, Columbia University Public Voices Fellow; 2013 President’s Global Innovation Fund Award to launch Middle East/North Africa Studies Program in Amman and Paris.

**Name:** Nabila El-Bassel  
**Title:** Willma and Albert Musher Professor of Social Work  
**Department and Tenure Status:** School of Social Work (tenured)  
**Education:** 1980, B.S.W., Tel Aviv University, Tel Aviv, Israel; 1983, M.S.W., Hebrew University School of Social Work, Jerusalem, Israel; 1989, Ph.D. DSW Columbia University School of Social Work, New York  
**Academic Experience:** *Columbia University School of Social Work:* 2011-present, Willma and Albert Musher Professor of Social Work; 2008-present, Co-Director, Columbia University Jordan Social Work Education for Excellence Program; 2007-present, Director, Columbia University Global Health Research Center of Central Asia; 2003-2011, Professor; 2001-2006, Director, Training Program on Intervention and Prevention Research on HIV and Drug Abuse; 1996-2003, Associate Professor; 1994-1996, Assistant Professor; 1992-1994, Lecturer; 1989-1994, Research Scholar; 1985-1989, Research Associate.  
**Language Competence (scale of 1-5):** Hebrew: 5; Arabic: 5  
**Overseas Experience:** Central Asia, Jordan, Israel  
**Area Courses Taught:** n/a  
**Research Specialization:** Addiction, HIV, gender-based violence and migration in the US and globally  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 4  
**U.S. Government Fellowships Received:** Several NIDA and NIMH grants  
**Recent Publications:** El-Bassel N, Gilbert L, Shaw SA., ... (2016) . The Silk Road Health Project: How mobility and migration status influence HIV risks among male migrant workers in Central Asia. *PloS One*; El-Bassel, N., Marotta, P., Chang, M., ... (2016) Women in community corrections in New York City: HIV infection and risks, *Journal of International STD AIDS*, pp 1-10; El-Bassel, N., Gilbert, L., & Shaw, S. (2014). HIV prevention for serodiscordant couples. *Encyclopedia of AIDS*. Springer; El-Bassel, N., Remien, R. H. (2011). *Families and HIV/AIDS: Culture and Contextual Issues in Prevention and Treatment*. New York, NY: Springer.  
**Distinctions:** Member National Academy of Medicine, McArthur Fellow

**Name:** Wafaa El-Sadr  
**Title:** University Professor of Epidemiology and Medicine  
**Department and Tenure Status:** Epidemiology and Medicine (tenured)  
**Education:** MD, MPH, MPA  
**Academic Experience:** Professor at Columbia University  
**Language Competence (scale of 1-5):** Arabic (5), Spanish (2)  
**Overseas Experience:** Middle East, Sub-Saharan Africa, Asia  
**Area Courses Taught:** n/a  
**Research Specialization:** Public health, infectious diseases, maternal and child health  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:** T32 training grant (PI), T37 training grant (PI)  
**Recent Publications:** “HIV Population Surveys - Bringing Precision to the Global Response,” *The New England journal of medicine* 378, no. 20, 2018; “Patient-level and program-level monitoring and evaluation of differentiated service delivery for HIV: a pragmatic and parsimonious approach is needed,” *AIDS* Vol. 32, Issue 3, 2018; “Willingness to use short-term oral pre-exposure prophylaxis (PrEP) by migrant miners and female partners of migrant miners in Mozambique,” *Culture, Health & Sexuality*, Vol. 19, Issue 12, 2017.  
**Distinctions:** Member National Academy of Medicine, McArthur Fellow

**Name:** Marwa Elshakry  
**Title:** Associate Professor  
**Department and Tenure Status:** History Department; tenure-track  
**Education:** Ph.D., Princeton University, 2003; M.A., Princeton University, 1997; B.A., Rutgers University, 1995  
**Academic Experience:** 2009-present, Associate Professor, Columbia University; 2004-2009, Assistant Professor, Harvard University  
**Language Competence (scale of 1-5):** Modern Standard Arabic: 5, Egyptian Colloquial Arabic: 5, French: 3  
**Overseas Experience:** Lived in Egypt for 5 years (attended part of high school and college there); travel regularly to Eastern and Southern Mediterranean (Egypt; Lebanon and Syria; Greece) for research  
**Area Courses Taught:** 2  
**Research Specialization:** History of science, technology, and medicine in the modern Middle East  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 4  
**U.S. Government Fellowships Received:** 2006-07, Fulbright Scholars Award [declined], 2006-07, Harvard University, Center for Middle Eastern Studies, Department of Education Conference Grant  
**Recent Publications:** *Reading Darwin in Arabic, 1860-1950*, University of Chicago Press, 2013; “The Exegesis of Science in Twentieth Century Arabic Interpretations of the Qur’an” in Jitse M. van der Meer and Scott Mandelbrote (eds), *Interpreting Nature and Scripture: History of a Dialogue*, Boston: Brill, 2009.  
**Distinctions:** Joy Foundation Fellow, Harvard University, 2006-07; Carnegie Scholars Award, 2006

**Name:** Yasser Elsheshtawy  
**Title:** Adjunct Professor  
**Department and Tenure Status:** GSAPP, non-tenured  
**Education:** PhD  
**Academic Experience:** 2017-present, Adjunct Professor, Columbia University; 2017, Visiting Professor, Université Paris Sorbonne; 1997-2017, Associate Professor, United Arab Emirates University  
**Language Competence (scale of 1-5):** English (5), German (4), Arabic (5)  
**Overseas Experience:** United Arab Emirates, Egypt  
**Area Courses Taught:** 1  
**Research Specialization:** Architecture, Urbanism, Urban Studies  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** *Dubai: Behind an Urban Spectacle; Transformations:* The Emirati National House, 2009; “Urban Rupture: A fire, two hotels and the transformation of Cairo.” pp. 211-230. In Nellida Fuccaro (Ed.) *Violence and the City in the Modern Middle East*. Stanford: Stanford University Press, 2016; “Exporting the UAE: National Pavilions and the Manufacturing of Identity.” In Amale Andraos and Nora Akawi (Eds.), *The Arab City: Architecture and Representations*. New York: Columbia University Press, 2016; “The New Arab City.” In Richard T. Le Gates. pp. 328-337. *City Reader, 6<sup>th</sup> edition*. London: Routledge, 2015  
**Distinctions:** Appointed as curator for the UAE National Pavilion at the 2016 Venice Architecture Biennale

**Name:** Catherine Evtuhov  
**Title:** Professor  
**Department and Tenure Status:** History, tenured  
**Education:** PhD, University of California, Berkeley, 1991; MA, University of California, Berkeley, 1985; DEA (equivalent to MA) Institut d’Etudes Politiques, Paris, 1983; AB, Harvard University, 1981  
**Academic Experience:** 2016-present, Professor, History, Columbia University; 2016-present, International Scientific Advisor, National Research University, Higher School of Economics, St. Petersburg; 2012-2016, Professor, History, Georgetown University; 2012-2013, Visiting Professor, History, Boğaziçi University, Istanbul; 1997-2012, Associate Professor, History, Georgetown University; 1992-1997, Assistant Professor, History, Georgetown University; 1991-1992, Visiting Scholar, Hoover Institution, Stanford University  
**Language Competence (scale of 1-5):** English: 5, Russian: 5, French: 5, German: 5, Spanish: 5, Turkish: 4,  
**Overseas Experience:** France, England, Germany, Russia, Poland, Sweden, Finland, Turkey, and Chile.  
**Area Courses Taught:** 2  
**Research Specialization:** History of Russian thought in European context, material culture and local history, and the history of the Black Sea region and Russian-Ottoman relations  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 15  
**U.S. Government Fellowships Received:** Fulbright Scholar Grant, Boğaziçi University, Istanbul, 2012-13.  
**Recent Publications:** *Across the Black Sea: Russian-Ottoman Encounters in the 18<sup>th</sup> & 19<sup>th</sup> Centuries* (ed.), Special issue of *Kritika: Explorations in Russian & Eurasian History*, Forthcoming 2018; “Vladimir Soloviev as a Religious Philosopher,” *Oxford Handbook of Russian Religious Philosophy*, ed. Randall Poole, Paul Valliere et al., Forthcoming 2018; “The Power of the Provinces,” Afterword to Edith Clowes, Gisela Erbslöh and Ani Kokobobo, *Russia’s Regional Identities: The Power of the Provinces*. Routledge, 2018  
**Distinctions:** July 2017, Rachel Carson Center Fellowship, with David Moon and Julia Lajus; 2012-2013, Fulbright Teaching Scholarship, History Department, Boğaziçi University, Istanbul; 2012, Georgetown University Initiative for the Environment Grant for the international collaborative project, “Russian Environmental History”; 2012, Wayne S. Vucinich Prize, ASEES, for *Portrait of a Russian Province*.

**Name:** Katherine Pratt Ewing

**Title:** Professor; M.A. Coordinator, South Asia Institute

**Department and Tenure Status:** Religion; non-tenured

**Education:** Ph.D., University of Chicago, 1980; M.A., Boston University, 1973; B.A., Tufts University, 1971

**Academic Experience:** 2016-present, Director, Institute for Religion, Culture, and Public Life, Columbia University; 2011-present, Professor, Columbia University; 2010-11, Professor, University of Wisconsin, Madison; 2008-10, Professor, Duke University; 1998-2001, Director, South Asia Center, Duke University

**Overseas Experience:** Germany, India, Netherlands, Pakistan, Turkey, Morocco, Senegal and Mauritania

**Language Competence (scale of 1-5):** Urdu: 3, French: 3, Hindi: 2, Turkish: 2, German: 2

**Time Spent on Research/Teaching Related to the Middle East:** 25%

**Area Courses Taught:** 4

**Research and Teaching Specialization:** Anthropology of religion; Islam and Islamization; religious movements; ethnicity and migration; gender and sexuality; cultural and social theory

**Publications:** “Murder in Chapel Hill: Muslims, the Media, and the Ambivalence of Belonging.” In Davis, Ghorashi, and Smets, *Contested Belongings: Spaces, Practices, Biographies*. Emerald, 2018; with Baishakhi Taylor, “The Ungendered Self: Sex Reassignment, The Third Gender and Gender Fluidity in India” in Claudia Strauss and Jack Friedman, *Political Sentiments and Social Movements: The Person in Politics and Culture*. Palgrave, 2018.

**Theses Supervised in Past 5 Years:** M.A.: 25, Ph.D.: 5

**Distinctions:** President’s Global Initiative Fund, Columbia University, 2017-19; Columbia University Arts and Sciences Catalyst Grant, 2017; Global Religion Research Initiative, CSRS, Notre Dame University, 2018-19; Warf Research Fund, University of Wisconsin, 2010-11; Isaac Manasseh Meyer Fellowship, National University of Singapore, 2008.

**Name:** Gil Eyal

**Title:** Professor

**Department and Tenure Status:** Sociology; tenured

**Education:** Ph.D., Sociology, University of California, Los Angeles, 1997; M.A., University of California, Los Angeles, 1992; M.A., Tel-Aviv University, 1991; B.A., Tel-Aviv University, 1989

**Academic Experience:** 2014-2017, Chair, Department of Sociology, Columbia University; 2006-present, Professor, Columbia University; 2004-2006, Associate Professor with tenure, Columbia University; 2002- 2004, Associate Professor without tenure, Columbia University; 1997-2002, Assistant Professor, University of California, Berkeley

**Language Competence (scale of 1-5):** Hebrew: 5, French: 2, Czech: 2

**Overseas Experience:** Born and raised in Israel, left at age 26. Visit once a year. Regularly write, research, review and comment on issues pertaining to Israeli society and the Israeli-Palestinian conflict.

**Area Courses Taught:** n/a

**Time Spent on Teaching/Research Related to Middle East:** 25%

**Theses Supervised in Past 5 Years:** 8

**U.S. Government Fellowships Received:** N.S.F. Sociology Award SES-0719823, 2007-2009

**Recent Publications:** Dan Navon and Gil Eyal, “Looping Genomes: Diagnostic Change and the Genetic Makeup of the Autism Population.” *AJS* 121, 5 (March 2016): 1416–71; Gil Eyal (with Grace Pok), “What is security expertise?: From the sociology of professions to the analysis of networks of expertise,” in *Capturing Security Expertise*. Editors: Trine Villumsen Berling and Christian Bueger. (London: Routledge, 2015); Gil Eyal, “Plugging into the Body of the Leviathan: Proposal for a New Sociology of Public Interventions,” *Middle East - Topics & Arguments*, Vol.1 (2013).

**Distinctions:** Fellow, John Simon Guggenheim Memorial Foundation, 2017-18; Member, School of Social Sciences, Institute for Advanced Study, Princeton, 2017-18 (declined); Presidential Award for Outstanding Teaching, Columbia University. 2013; 2012 Robert K. Merton Award for best book, Section of Science, Knowledge and Technology, American Sociological Association. (For *The Autism Matrix*).

**Name:** Reem Faraj

**Title:** Lecturer

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** M.A., Applied Linguistics, Montclair State University, 2006; B.A., English Language and Literature, Damascus University, 1993

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy; Certificate, Teaching English to Speakers of Other Languages, Montclair State University, 2004

**Academic Experience:** 2009-present, Lecturer, Arabic, Columbia University; 2011-12, Levantine Arabic Course Editor, Mango Languages; 2008-09, Lecturer, Arabic, Columbia University; 2005-08, English as Second Language Instructor, Passaic County Community College; 2004-08, Instructor, Arabic, Montclair State University

**Language Competence (scale of 1-5):** Arabic: 5; French: 3

**Overseas Experience:** Education in Syria; Travel in Egypt, Morocco, Levant

**Area Courses Taught:** 2

**Research Specialization:** Arabic-English translation; linguistic annotation of dialect

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** “Syntactic Annotation in the Columbia Arabic Treebank” with Habash, Nizar and Ryan Roth, in *Proceedings of the 2nd International Conference on Arabic Language Resources and Tools (MEDAR)*, Cairo, Egypt, 2009; “Guidelines for Annotating Arabic Dialectness” with Habash, Nizar, Owen Rambow, Mona Diab, in *Proceedings of Workshop on Arabic and its local languages*, LREC, Marrakech, Morocco, 2008.

**Name:** Katherine Franke

**Title:** Sulzbacher Professor of Law, Gender, and Sexuality Studies

**Department and Tenure Status:** Law School; tenured

**Education:** J.S.D., Yale Law School, 1998; LL.M., Yale Law School, 1993; J.D., Northeastern University School of Law, 1986; B.A., Barnard College, 1981

**Academic Experience:** Isidor and Seville Sulzbacher Professor of Law, Columbia University School of Law, 2010-present; Professor of Law, Columbia University School of Law, 2000-10; Vice Dean, Columbia University School of Law, 2002-04; Associate Professor of Law, Fordham Law School, 1997–2000; Associate Professor of Law, University of Arizona College of Law, 1995–97

**Language Competence (scale of 1-5):** n/a

**Overseas Experience:** Research and teaching in Israel/Palestine

**Area Courses Taught:** 2

**Time Spent on Teaching/Research Related to Middle East:** 30%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Repair: Slavery's Unfinished Business* (Haymarket, forthcoming 2019); *Wedlocked: The Perils of Marriage Equality* (NYU Press, 2015); “Taking a Break From Acrimony: The Feminist Method of Ann Scales,” 91 *Denver University Law Review* (2013); “Dating the State: The Moral Hazards of Winning Gay Rights,” 44 *Columbia Human Rights Law Review* 1 (2012)

**Distinctions:** Guggenheim Foundation Fellow 2011-2012



**Name:** Samuel G. Freedman

**Title:** Professor

**Department and Tenure Status:** Graduate School of Journalism; tenured

**Education:** B.A., History and Journalism, University of Wisconsin, Madison, 1977

**Academic Experience:** 1993-present, Professor, Columbia University; 1992, McGraw Visiting Professor of Writing, Princeton University; 1985, 1990-91, Adjunct Instructor, Columbia University

**Language Competence (scale of 1-5):** n/a

**Overseas Experience:** Reporting and research in Israel, Palestine, People's Republic of China, Dominican Republic, Ghana, South Africa

**Area Courses Taught:** n/a

**Research Specialization:** Education, religion, politics

**Time Spent on Teaching/Research Related to the Middle East:** 25%

**Theses Supervised in Past 5 Years:** 40

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Breaking the Line: The Season in Black College Football That Transformed the Sport and Changed the Course of Civil Rights*, New York: Simon & Schuster, 2013; *Who She Was: My Search for My Mother's Life*, New York: Simon & Schuster, 2006; *Letters to a Young Journalist*, New York: Basic Books, 2006; *Jew vs. Jew: The Struggle for the Soul of American Jewry*, New York: Simon & Schuster, 2000; Frequent articles on Israeli culture for The New York Times

**Distinctions:** Presidential Award for Outstanding Teaching, Columbia University, 2012; Won the National Jewish Book Award for Non-Fiction, 2001; Named one of the "Forward Fifty" most important American Jews by weekly Jewish newspaper The Forward, 2000; Named the Nation's Outstanding Journalism Educator in 1997 by the Society of Professional Journalists, 1997

**Name:** Charles Freilich

**Title:** Adjunct Associate Professor

**Department and Tenure Status:** Political Science; non-tenured

**Education:** Ph.D., Columbia University, 1992; M.Phil., Columbia University, 1985; M.S., Tel Aviv University, 1983; B.A., Hebrew University of Jerusalem, 1976

**Academic Experience:** Present, Adjunct Associate Professor, Columbia University; 2006-present, Senior Fellow, Harvard University; 2006-present, Lecturer, Tel Aviv University; 2000-05, Deputy National Security Advisor for Foreign Affairs, Israeli National Security Council

**Language Competence (scale of 1-5):** Hebrew: 5

**Overseas Experience:** Israel

**Area Courses Taught:** 1

**Research Specialization:** Middle East, U.S.-Middle East policy; Israeli national security policy

**Time spent on Teaching/Research Related to the Middle East:** 100%

**Theses Supervised in the Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** **Zion's Dilemmas: How Israel Makes National Security Policy**, Cornell University Press, November 2012; *Israeli National Security: A New Strategy for an Era of Change*, Oxford Press, 2018

**Distinctions:** Senior Fellow, Belfer Center of the Harvard Kennedy School

**Name:** John A. Gentry

**Title:** Adjunct Associate Professor of International and Public Affairs

**Department and Tenure Status:** School of International and Public Affairs; non-tenured

**Education:** Ph.D., Political Science, George Washington University, 2008; ABD, University of North Carolina at Chapel Hill, 1978; B.A., University of North Carolina at Chapel Hill, 1971

**Academic Experience:** 2016-present, Adjunct Associate Professor of International and Public Affairs, Columbia University; 2015-present, Adjunct Associate Professor, Security Studies Program, Edmund A. Walsh School of Foreign Service, Georgetown University; 2013-15, Faculty member, National Intelligence University; 2013, Adjunct Professor, George Mason University, Department of Public and International Affairs; 2010-13, Adjunct faculty member, National Intelligence University; 2008-2009, Assistant Professor of Irregular Warfare, College of International Security Affairs, National Intelligence University; 1978, Instructor of Economics, North Carolina State University

**Language Competence (scale of 1-5):** n/a

**Overseas Experience:** Southeast Asia, Japan, Bornia

**Area Courses Taught:** 2

**Research Specialization:** Intelligence, Security Studies, Foreign Policy

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *After the Wars: International Lessons from U.S. Wars in Iraq and Afghanistan* (co-editor with William M. Nolte) (Washington: National Intelligence Press, 2016); *How Wars Are Won and Lost: Vulnerability and Military Power* (Santa Barbara CA: Praeger Security International, 2012); *Lost Promise: How CIA Analysis Misserves the Nation* (Lanham MD: University Press of America, 1993)

**Distinctions:** n/a

**Name:** Ari L. Goldman

**Title:** Professor

**Department and Tenure Status:** School of Journalism; tenured

**Education:** M.S., Columbia University Graduate School of Journalism, 1973; non-degree graduate student, Harvard Divinity School, 1986; B.A., Yeshiva University, 1971

**Academic Experience:** 1993-present, Professor, Columbia University; 2010, Fulbright Senior Specialist, Hadassah College, Jerusalem; 2004, Fellow, Oxford Centre for Hebrew and Jewish Studies; 2002, Visiting Professor, Stern College for Women; 1998, Visiting Fulbright Professor, Hebrew University, Jerusalem

**Language Competence (scale of 1-5):** Hebrew: 3

**Overseas Experience:** Education in Israel and United Kingdom

**Area Courses Taught:** 1

**Research Specialization:** Religion, politics, education, transportation

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** Fulbrights in 1998 and 2010

**Recent Publications:** *The Late Starters Orchestra*, Algonquin Books, 2014; *Living a Year of Kaddish: A Memoir*, New York: Schocken Books, 2003; *Being Jewish: The Spiritual and Cultural Practice of Judaism Today*, New York: Simon & Schuster, 2000.

**Distinctions:** Publisher's Weekly chose *The Late Starters Orchestra*, Top 10 Music Books, 2014

**Name:** Illan Gonen  
**Title:** Lecturer in subject  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non-tenured  
**Education:** M.A. in Semitic linguistics; Studying for PhD in Semitic linguistics  
**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy  
**Academic Experience:** 2012-present, Modern Hebrew Lecturer, Columbia University; 2010-2012, Modern Hebrew Lecturer, Ulpan Bayit, Tel Aviv  
**Language Competence (scale of 1-5):** Hebrew: 5; English: 5; Arabic: 3; French: 3; Spanish: 3  
**Overseas Experience:** Two years teaching all levels of Modern Hebrew in a language immersion school, Ulpan Bayit, in Tel Aviv.  
**Area Courses Taught:** Modern Hebrew  
**Research Specialization:** Semitic linguistics, grammar writing, endangered languages  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** *Morphophonology of the Verbal Root in Spoken Israeli Hebrew*, Tel Aviv University, 2009 [in Hebrew]; Vaisman, C. and I. Gonen (2011). *Hebrew Online*. Tel-Aviv: Keter [in Hebrew].  
**Distinctions:** N/A

**Name:** Stuart Gottlieb  
**Title:** Adjunct Professor  
**Department and Tenure Status:** School of International and Public Affairs; non-tenured  
**Education:** Ph.D., Columbia University, 1996; B.A., University of Massachusetts, Amherst, 1988  
**Academic Experience:** 2011-present, Interim Spitzer Chair in Political Science, City College of New York; 2003-present, Lecturer, Columbia University; 2003-11, Director of Policy Studies and Lecturer, Yale University  
**Language Competence (scale of 1-5):** n/a  
**Overseas Experience:** Extensive research in Middle East  
**Area Courses Taught:** 3  
**Research Specialization:** American foreign policy, counterterrorism, and international security  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *Experimental Power: The Rise and Role of America in World Affairs*, Yale University Press, 2014; *Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses*, CQ Press, Second Edition, 2013  
**Distinctions:** “Top Five” ranked course at SIPA, Columbia (American Foreign Policy), 2016; “Top Five” ranked course at SIPA, Columbia (Terrorism & Counterterrorism), 2013; Member, Council on Foreign Relations, 2000-05; Visiting Fellow, Watson Institute for International Studies, Brown University, 1998-99

**Name:** Patricia E. Grieve  
**Title:** Nancy and Jeffrey Marcus Professor in the Humanities  
**Department and Tenure Status:** Department of Spanish and Portuguese; tenured  
**Education:** Ph.D., Romance Language and Literatures, Princeton University, 1983; M.A., Peninsular Spanish Literature, Purdue University, 1977; M.A., Spanish, Universidad de Sevilla, 1975  
**Academic Experience:** 1985-present, Professor, Columbia University; 1989, Visiting Assistant Professor, University of Pennsylvania; 1984-85, Visiting Assistant Professor, Brown University; 1982-1984, Visiting Assistant Professor, Williams College  
**Language Competence (scale of 1-5):** Spanish: 5; Portuguese: 5; French: 3  
**Overseas Experience:** Research and conferences in Europe, Middle East, China, and South America  
**Area Courses Taught:** 3  
**Research Specialization:** Medieval and Early Modern Spanish and comparative literatures, especially Spain, North Africa, France, England, Ottoman Empire  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** 8  
**U.S. Government Fellowships Received:** National Endowment for the Humanities, 2005, 2004, 1987  
**Recent Publications:** *The Eve of Spain: Myths of Origins in the History of Christian, Muslim and Jewish Conflict*, Johns Hopkins UP, 2009; *'Floire and Blancheflor' and the European Romance*, Cambridge: Cambridge UP, 1997 and paperback, November 2006; *Desire and Death in the Spanish Sentimental Romance (1440-1550)*, Newark, DEL: Juan de la Cuesta Hispanic Monographs, 1987.

**Name:** Najam Haider  
**Title:** Associate Professor  
**Department and Tenure Status:** Department of Religion at Barnard College/Columbia University; tenured.  
**Education:** Ph.D., Near Eastern Studies, Princeton, 2007; M.Phil., Classical and Medieval Islamic History, Oxford University - Hertford College, 2000; B.A., Physics/Government, Dartmouth College, 1997  
**Academic Experience:** 2017-present, Associate Professor, Barnard College/Columbia University; 2010-17, Assistant Professor, Barnard College/Columbia University; 2009-10, Assistant Professor, Department of Religion, Franklin and Marshall College; 2007-09, Visiting Assistant Professor, Department of Arabic and Islamic Studies, Georgetown University; 2006-07, Adjunct Professor, Department of Theology, Georgetown University; Spring 2006, Adjunct Professor, Department of Middle East Studies, New York University  
**Language Competence (scale of 1-5):** Arabic: 5, Urdu: 4, French: 3, German: 3, Farsi: 2.5  
**Overseas Experience:** Syria, United Kingdom, Yemen; multiple shorter trips to northern, southern, and eastern Africa, Turkey, The Caucasus, and Iran  
**Area Courses Taught:** 10  
**Research Specialization:** Shi'ism, Islamic Law, Early Islamic History/Historiography, Memory, Communal Identity  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** Fulbright Fellowship 1997-98  
**Recent Publications:** "The Death of Mūsā al-Kāẓim (d. 183/799): Knowledge and Suicide in Early Twelver Shi'ism" in *Martyrdom, Self-Sacrifice, and Self-Immolation* (ed. Margo Kitts, Oxford 2018); "The Myth of the Shi'i Perspective: Identity and Memory in Early Islam" in *The Routledge Handbook on Early Islam* (ed. Herbert Berg, Routledge, 2018); *Shi'ī Islam: An Introduction* (Cambridge: Cambridge University Press, 2014); "Contesting Intoxication: Early Juristi Debates over the Lawfulness of Alcoholic Beverages" in *Islamic Law and Society*, 20 (2013): 48-89; "The Geography of the Isnād," in *Der Islam*, 90 (2013): 306-46

**Name:** Wael B. Hallaq

**Title:** The Avalon Foundation Professor in the Humanities

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, Religion; tenured

**Education:** Ph.D., University of Washington, 1983; M.A., University of Washington, 1979; B.A., Haifa University, 1978

**Academic Experience:** 2009-present, Professor, Columbia University; 1994-2009, Professor, Institute for Islamic Studies, McGill University; 1985-94, Assistant Professor, Institute for Islamic Studies, McGill University; Visiting professor at the University of Toronto, University of Melbourne, the National University of Singapore, the IAIN of Jakarta and Yogyakarta

**Language Competence (scale of 1-5):** Arabic: 5, Hebrew: 4, French: 4, German: 3

**Overseas Experience:** Visiting professor in Australia, Indonesia, Singapore

**Area Courses Taught:** 4

**Research Specialization:** Islamic Law, logic, and intellectual history, with special reference to the Muslim Middle East

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** *The Impossible State* (New York: Columbia University Press, 2013); *An Introduction to Islamic Law* (Cambridge: Cambridge UP, 2009), *Shari'a: Theory, Practice, Transformations* (Cambridge: Cambridge UP, 2009), *The Origins and Evolution of Islamic Law* (Cambridge: Cambridge UP, 2005).

**Name:** Nathalie Handal

**Title:** Adjunct Professor

**Department and Tenure Status:** Comparative Literature; Center for the Study of Ethnicity and Race; non-tenured

**Education:** M.F.A., Bennington College; M.Phil., University of London

**Academic Experience:** 2004-present, Professor, Columbia University; 2012-present, Low-Residency M.F.A. Faculty, Sierra Nevada College; 2017-present; Visiting Professor, The American University of Rome; 2017-present, Visiting Professor, Open Arts, New York University; 2017, Visiting Writer, American University, Beirut; 2017, Visiting Professor, John Cabot, Rome; 2016, Visiting Writer, Lebanese American University; 2016, Artist in Residence, Ca' Foscari University of Venice; 2014, Visiting Professor, Bennington College

**Language Competence (scale of 1-5):** French: 5; Spanish: 4; Italian: 4; Creole: 4; Arabic: 3; Russian: 2.

**Overseas Experience:** Education in Europe (France, Spain, Italy, Russia), Latin America, Asia and the Middle East.

**Area Courses Taught:** 3

**Research Specialization:** Creative Writing, Diaspora Literature, World Literature—fiction, poetry, nonfiction

**Time Spent on Teaching/Research Related to the Middle East:** 25%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Canto Mediterraneo*, Ronzani Editore, 2018; *The Republics*, University of Pittsburgh Press, 2015; *The Invisible Star / La estrella invisible*, Valparaíso Ediciones, 2014; *Poet in Andalucía*, University of Pittsburgh Press, 2012; *Language for a New Century: Contemporary Poetry from the Middle East, Asia & Beyond*, W.W. Norton & Co, 2008; *The Poetry of Arab Women: A Contemporary Anthology*, Interlink, 2001.

**Distinctions:** 100 Outstanding Contributors to their Fields—United Nations, 2017; George Ellenbogen Poetry Award / Arab American Book Award 2016; Virginia Faulkner Award for Excellence in Writing, 2015; Shortlisted for the 2015 Poetry East West & DJS Awards; Listed as one of *Arabian Business's* Power 500 / The World's Most Influential 2012, 2013; Gold Medal Independent Publisher Book Award 2011.

**Name:** Naama Harel

**Title:** Lecturer

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non-tenured

**Education:** PhD in Hebrew and Comparative Literature, The University of Haifa

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 2015-present, Lecturer & Coordinator of Hebrew Language Program, Columbia University; 2010-15, Lecturer & Coordinator of Hebrew Language Program, Emory University; 2008-9, Lecturer, Shanghai International Studies University; 2008, Hebrew Language and Literature Lecturer, The Hebrew University of Jerusalem

**Language Competence (scale of 1-5):** Hebrew (5), English (5), German (3), Yiddish (3)

**Overseas Experience:** Teaching in Israel, Shanghai; Research in Germany

**Area Courses Taught:** 3

**Research Specialization:** Hebrew and Comparative Literature, Human-Animal Studies

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:**

**Recent Publications:** “The Book of Esther and Persecutor-Persecuted Politics in Manger’s Megile Lider and Gitai’s Esther,” in Helen Leneman and Barry Dov Walfish, eds. *The Bible Retold by Jewish Artists, Writers, Composers, and Filmmakers*, Sheffield Phoenix Academic Press, 2015; “‘Will two walk together, except they have agreed?’: Integrating Biblical Texts in the Teaching of Modern Hebrew,” *Hebrew Higher Education: A Journal for Methodology and Pedagogy for Teaching of Hebrew Language and Literature in the University* 15, 2013; “Compassion for Animals in the Renaissance of Hebrew Literature,” *Hador: The Hebrew Annual of America* 5 (2012).

**Distinctions:** n/a



**Name:** Gil Hochberg

**Title:** Ransford Professor of Hebrew, Comparative Literature and Middle East Studies

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, tenured

**Education:** Ph.D. in Comparative Literature, University of California, Berkeley, 2002

**Academic Experience:** 2017-present, Ransford Professor of Hebrew, Comparative Literature and Middle East Studies, Columbia University; 2002-2017, Associate Professor, UCLA

**Language Competence (scale of 1-5):** French: 4; Arabic: 4; Hebrew: 5

**Overseas Experience:** Israel

**Area Courses Taught:** 2

**Research Specialization:** Hebrew Lit, Palestinian Culture, Comparative Literature, Gender Studies, Visual Studies, Trauma

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** “From Sexy Semite and Semitic Ghosts:” Contemporary Art Between Arab and Jew; “Jerusalem We Have a Problem”: Larissa Sansour’s Sci-Fi Trilogy the Impetus of Dystopic Imagination; “Beyond the Jew and the Greek” and “Towards the Jew and the Arab”: A Response to Zahi Zalloua’s; From ‘Cinematic Occupation’ to ‘Cinematic Justice’: Citational Practices in Kamal Aljafari’s ‘Jaffa; “Archival Afterlives in a Conflict Zone: Animating the Past in Jumana Manna’s Cinematic Fables of Pre-1948 Palestine”; “Decolonizing Judaism: Barbarism and the Return to Nativism”

**Name:** Saeed Honarmand

**Title:** Lecturer and Coordinator of Persian program

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non-tenured

**Education:** PhD in Comparative Literature, Comparative Studies and Persian Literature: The Ohio State University; MA, Persian Classical Literature and Folklore: The Ohio State University; BA, Persian Literature: University of Isfahan, Iran.

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy; Teaching Certificate, Persian Language and Literature, Daneshsara Tarbiat Dabir (Isfahan Teacher's College), Isfahan, Iran.

**Academic Experience:** 2015-present, Persian Instructor and Coordinator, Columbia University; 2002-2014, Persian Instructor, The Ohio State University; 2008-2011, Director and Instructor, Advanced level: Arabic Persian Turkish Language, Immersion Institute (APTLII), University of Wisconsin –Madison

**Language Competence (scale of 1-5):** Persian: 5; Arabic: 3; German: 2; Urdu: 3

**Overseas Experience:** High school teacher, Iran

**Area Courses Taught:** 3

**Research Specialization:** On the concept of *self* in the Persian epics and romances (10<sup>th</sup>-11<sup>th</sup> c.)

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 1

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** Persian Textbook for Intermediate (Āmūzesh-e zabān-e Fārsi II), Javan Books 2016; Persian Textbook for Elementary (Āmūzesh-e zabān-e Fārsi I), Javan Books 2017; “The Role of the Discourse of Modernity/Backwardness in Motifs of Modern Persian Fictions”, 2017; “Between the Water and the Wall: The Power of Love in Medieval Persian Romance”, forthcoming 2018.

**Distinctions:** n/a

**Name:** Mohamad Ziad Jamaledidine

**Title:** Adjunct Assistant Professor

**Department and Tenure Status:** Graduate School of Architecture, Planning and Preservation (GSAPP)

**Education:** B. Architecture, American University of Beirut, Lebanon 1995; Masters in Architecture, Graduate School of Design, Harvard University, 1999

**Academic Experience:** 2014 - ongoing: Adjunct Assistant Professor (Columbia GSAPP)

**Language Competence (scale of 1-5):** Arabic: 5, English: 5, French: 3

**Overseas Experience:** Conducts Architecture and Urban Design Studios, Workshops and lectures in Beirut, Amman and Istanbul

**Area Courses Taught:** 3

**Research Specialization:** Arab City, the Architecture of the Mosque; Water Infrastructure, Water Justice, and Water Urbanism

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 1

**U.S. Government Fellowships Received:** None

**Recent Publications:** “A River Runs Through it: Domestic Engineering in the Moukhtara Palace” in *Climates: Architecture and the Planetary Imaginary*, The Avery Review, Lars Muller Publishers, Zurich, 2016

**Distinctions:** n/a

**Name:** Rhoda Kanaaneh  
**Title:** Adjunct Assistant Professor  
**Department and Tenure Status:** Anthropology, non tenured  
**Education:** Ph.D. 1998, Columbia University  
**Academic Experience:** Assistant Professor/Faculty Fellow, NYU, 1999-2001; Assistant Professor, American University, 2002-2005; Adjunct Assistant Professor, Columbia University, 2011, 2012, 2015, 2018.  
**Language Competence (scale of 1-5):** Arabic: 5, Hebrew: 5  
**Overseas Experience:** Multiple book research projects in Israel and West Bank and Gaza  
**Area Courses Taught:** 1  
**Research Specialization:** Militarization, Gender and Sexuality, Asylum  
**Time Spent on Teaching/Research Related to Middle East:** 90%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:** Fulbright-Hays Doctoral Dissertation Research Award, 1995  
**Recent Publications:** Guest co-editor (with Leila Farsakh and Sherene Seikaly) of special issue of Journal of Palestine Studies on “Queering Palestine,” forthcoming Spring 2018. “Stateless Citizens and Menacing Men: Notes on the Occupation of Palestinians Inside Israel” in *Everyday Occupations: Experiencing Militarism in South Asia and the Middle East* edited by Kamala Visweswaran. University of Pennsylvania Press. 2013. pp. 115-131.  
**Distinctions:** other than a number of fellowships, Eileen Basker Memorial Book Prize, Society for Medical Anthropology, for superior research on gender and health, Nov 2002.

**Name:** Charry Karamanoukian  
**Title:** Lecturer in Armenian  
**Department and Tenure Status:** Middle East, South Asian, and African Studies; non-tenured  
**Education:** A.B.D., French Language and Literature; M.A., French Language and Literature, B.A., Translation  
**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy  
**Academic Experience:** 2009-present, Lecturer, Columbia University  
**Language Competence (scale of 1-5):** Armenian: 5; French: 5; Arabic 3  
**Overseas Experience:** N/A  
**Area Courses Taught:** 3  
**Research Specialization:** Armenian language teaching  
**Time Spent on Teaching/Research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** online publications: Շահի Զարամանուկեան, «ԲԱԶՄԵՐԱՆԳ ԻՆՔՆՈՒԹԻՒՆ» (essay on identity), June 27, 2017. <https://hayerenblog.wordpress.com/2017/06/27/բազմերանգ-ինքնութիւն/>; Շահի Զարամանուկեան, «ՎԱՐՈՐԴ ԳԵՈՐԳԸ» (short story), August 3, 2017. <https://hayerenblog.wordpress.com/2017/08/03/վարորդ-գեորգը/>.



**Name:** Matthew Keegan <sup>H</sup>

**Title:** Moinian Chair in Pre-Modern Middle Eastern Cultures and Civilizations

**Department and Tenure Status:** Asian and Middle Eastern Cultures at Barnard College; tenure-track

**Education:** 2017, PhD in Middle Eastern & Islamic Studies, New York University; 2019, M.Phil. in Oriental Studies, University of Cambridge; 2007, B.A., Williams College

**Academic Experience:** Starting Fall 2019, Moinian Chair in Pre-Modern Middle Eastern Cultures and Civilizations, Barnard College; 2017- 2018, Assistant Professor of Classical Arabic Literature and Islamic Intellectual History, Department of Arabic and Translation Studies, American University of Sharjah; Adjunct Instructor in Religion, St. Francis College, Brooklyn, NY

**Language Competence (scale of 1-5):** Modern Standard Arabic: 5. Egyptian Colloquial Arabic: 4; Persian: 3; Spanish: 3; French: 2; German: 2

**Overseas Experience:** Study and research in Morocco, Turkey, Tajikistan, Egypt, UK, and UAE.

**Area Courses Taught:** N/A

**Research Specialization:** Classical Arabic literature and Islamic intellectual history

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** N/A

**U.S. Government Fellowships Received:** FLAS Arabic Language Scholarship (2014 & 2016); Critical Language Scholarship, Persian (2013); Center of Arabic Study Abroad Fellowship (2011-2012)

**Recent Publications:** "Digressions in the Islamic Archive: Al-Ḥarīrī's *Maqāmāt* and the Forgotten Commentary of al-Panğdīhī," *Intellectual History of the Islamicate World*, forthcoming special issue on the *maqāma* genre (under review); "Commentators, Collators, and Copyists: Interpreting Manuscript Variation in the Exordium of al-Ḥarīrī's *Maqāmāt*" in *Arabic Humanities, Islamic Thought: A Festschrift for Everett K. Rowson*, edited by Shawkat Toorawa and Joseph Lowry (Leiden: Brill, 2017); "The Inimitability of al-Ḥarīrī's *Maqāmāt*: Jurjānian Aesthetics in al-Muṭarrizī's Commentary," *Journal of Abbasid Studies*, forthcoming special issue on 'Abd al-Qāhir al-Jurjānī. Under review in October 2017

**Distinctions:** N/A

**Name:** Gulnar Kendirbai

**Title:** Adjunct Assistant Professor

**Department and Tenure Status:** History; non-tenured

**Education:** Ph.D., Eotvos-Lorand University in Budapest, 1987; Ph.D., University of Tuebingen in Germany, 2003

**Academic Experience:** Kazakh Al-Farabi State University; College for Education of Women (Almaty, Kazakhstan); Columbia University

**Language Competence (scale of 1-5):** Kazakh: 5, Russian: 5, English: 4, German: 4, Chagatai (old Uzbek): 4, Persian: 3, Arabic: 2

**Overseas Experience:** Ethnographic expeditions in the Central Asian republics of the former SU; academic research conducted in libraries and archives of Germany, France Russia, Uzbekistan, and Kazakhstan

**Area Courses Taught:** 6

**Research Specialization:** Russian empire, former Soviet Union, Central Asia, Kazakhstan; colonialism, nationalism, ethnicity, Islam, nomadism, cultural anthropology, Central Asian intellectual history

**Time spent on teaching/research related to the Middle East:** 40%

**Theses Supervised in Past 5 Years:** 4

**U.S. Government fellowships received:** the Fulbright Commission and the American Councils (ACTR/ACCELS)

**Recent Publications:** *Land and People: the Russian colonization of the Kazak steppe*, 2002

**Distinctions:** n/a

**Name:** Rashid I. Khalidi  
**Title:** Edward Said Professor of Arab Studies  
**Department and Tenure Status:** History and Middle Eastern, South Asian and African Studies; tenured  
**Education:** D.Phil., Oxford University, 1974; B.A., Yale University, 1970  
**Academic Experience:** Lebanese University, American University in Beirut, Georgetown University, Columbia University, University of Chicago  
**Language Competence (scale of 1-5):** Arabic: 5, French: 4  
**Overseas Experience:** Lived for a month or more in Libya, Lebanon, Korea, Egypt, Syria, Saudi Arabia, Palestine/Israel, Britain, France, Spain; traveled extensively in Turkey, Jordan, Algeria, Tunisia, Kuwait, U.A.E., Bahrain, Greece, Spain, Germany, India, Japan  
**Area Courses Taught:** 6  
**Research Specialization:** History of the modern Middle East, nationalism, great power policies  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 9 completed, 10 in course of completion  
**U.S. Government Fellowships Received:** Fulbright Serial Research Grant, 1991-93; AID Damascus research grant, 1989  
**Recent Publications:** *Under Siege: P.L.O. Decision-making During the 1982 War* (New York: Columbia University Press, reissued with new preface, 2014), *Brokers of Deceit: How the U.S. has Undermined Peace in the Middle East* (Boston: Beacon, 2013), *Palestinian Identity: The Construction of Modern National Consciousness* (New York: Columbia University Press, reissued with new preface, 2010).  
**Distinctions:** Award for outstanding contributions to Middle Eastern Studies, World Congress for Middle East Studies, 2018; Lionel Trilling Book Award for *Brokers of Deceit*, 2014; MEMO Book Award for *Brokers of Deceit*, 2013; American Academy of the Arts and Sciences Award, 2009; Distinguished Columbia Faculty Award, 2006-07.

**Name:** Mana Kia  
**Title:** Assistant Professor  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenure-track  
**Education:** BA, Vassar, 1997; M.A., New York University, 2001; Ph.D., Harvard, 2011  
**Academic Experience:** 2013–present, Assistant Professor, Department of Middle Eastern, South Asian and African Studies  
**Language(s):** Persian: 5, Urdu: 3, Hindi: 2, French: 2, German: 1  
**Overseas Experience:** Germany, India, Iran, Myanmar, UK  
**Area Courses Taught:** 3  
**Research and Teaching Specialization:** social and cultural histories of West, Central and South Asia, 17<sup>th</sup>-19<sup>th</sup> centuries; Indo-Persian literary culture and social history; inter-Asian transregional travel and migration, gender and sexuality, and historiographies beyond nationalism.  
**Time Spent on Teaching/Research Related to the Middle East:** 90%  
**Theses Supervised in past five years:** N/A  
**Recent Publications:** The Necessary Ornaments of Place: Similarity and Alterity in the Persianate Imaginary,” *Comparative Islamic Studies* (forthcoming summer 2018); “Space, Sociality, and Sources of Pleasure: A Response to Sanjay Subrahmanyam” *Journal of the Economic and Social History of the Orient* 61, 1-2 (2018): 252-72; “Indian Friends, Iranian Selves, Persianate Modern.” *Comparative Studies of South Asia, Africa and the Middle East* 36,3 (2016): 398-417; (co-authored with Afshin Marashi) “Introduction: After the Persianate.” *Comparative Studies of South Asia, Africa and the Middle East* 36,3 (2016): 379-83.  
**Distinctions:** 2017, Junior Faculty Summer Research Grant, Columbia University; 2016-17, SSRC Transregional Research Junior Scholar Fellowship/ Andrew W. Mellon Foundation; 2016-17, Lenfest Junior Faculty Development Grant; 2016-17, Provost’s Junior Faculty Diversity Grant, Columbia University

**Name:** Seth Kimmel  
**Title:** Assistant Professor  
**Department and Tenure Status:** Latin American and Iberian Cultures, tenure-track  
**Education:** PhD in Comparative Literature from the University of California, Berkeley  
**Academic Experience:** Postdoctoral fellow in the Mellon Fellowship of Scholars in the Humanities at Stanford University (2010-2012); Assistant professor at Columbia (2012-present)  
**Language Competence:** Spanish: 5; French: 4; Classical and Modern Standard Arabic: 3; Latin: 3; Hebrew: 2  
**Overseas experience:** a total of 1-2 years studying, research, and teaching in Spain; semester of French study in France; summer Arabic study in Syria; summer Hebrew study in Israel; 4 months living and working in Ecuador; extensive travel in Latin America, Europe, and Middle East  
**Area Courses Taught:** 2  
**Research Specialization:** early modern Iberian literature and culture; histories of secularism and religion; history of the book; history of science; Mediterranean studies  
**Time Spent on Teaching/Research Related to the Middle East:** 25%  
**Theses Supervised in the Past 5 Years:** N/A  
**US Government Fellowships Received:** Summer FLAS fellowship for Arabic study (2004); Jacob K. Javits Fellowship (2004-2008)  
**Recent Publications:** *Parables of Coercion: Conversion and Knowledge at the End of Islamic Spain* (Chicago: University of Chicago Press, 2015)  
**Distinctions:** *Parables of Coercion* won the 2017 American Comparative Literature Association's Harry Levin Prize for best first book published in the field of Comparative Literature; John Elliott Membership at the Institute for Advanced Study in Princeton, NJ (2018-2019)

**Name:** Jerusha T. Lamprey  
**Title:** Assistant Professor of Islam and Interreligious Engagement  
**Department and Tenure Status:** Union Theological Seminary, Interreligious Engagement & Theology; non-tenured  
**Education:** Ph.D., Theological and Religious Studies, Georgetown University, 2011; M.A. Theological and Religious Studies, Georgetown University, 2010; M.A., Islamic Studies, Graduate School of Islamic and Social Sciences, 2004; B.A., Anthropology and Religion, The American University, 1997  
**Academic Experience:** 2012–present, Assistant Professor of Islam and Ministry, Union Theological Seminary in the City of New York; 2011–2012, Visiting Professor, Department of Theology, Georgetown University; 2006–2011, Lecturer, Department of Theology, Georgetown University  
**Language Competence (scale of 1-5):** English: 5, French: 4, Arabic: 4, Spanish: 2, Twi: 2  
**Overseas Experience:** Ghana, France, Costa Rica, Canada  
**Area Courses Taught:** 4  
**Research Specialization:** Religious Pluralism, Islamic Theology of Religions, Muslima Theology  
**Time spent on teaching/research related to the Middle East:** 90%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government fellowships received:** Fulbright Scholar 2000-2002  
**Recent Publications:** *Divine Words, Female Voices: Muslima Explorations in Comparative Feminist Theology* (Oxford University Press, forthcoming); *Never Wholly Other: A Muslima Theology of Religious Pluralism*. New York: Oxford University, 2014; “Lateral and Hierarchical Religious Difference in the Qur’an: Muslima Theology of Religious Pluralism.” In *Understanding Religious Pluralism*, edited by Peter Phan and Jonathan Ray. Eugene, OR: Wipf & Stock, 2014; “Thinking Differently about Difference: Muslima Theology and Religious Pluralism.” *The Journal of Interreligious Studies*, Issue 13 (Winter 2014): 34-43

**Name:** Brian Larkin  
**Title:** Professor  
**Department and Tenure Status:** Anthropology, Barnard College; tenured  
**Education:** Ph.D., Anthropology, New York University, 1998; M.A., Anthropology, New York University, 1993; B.A., Birmingham University, 1987  
**Academic Experience:** 2015–present, Professor, Barnard College; 1998–2015, Associate Professor, Barnard College; 1998, Adjunct Professor, New York University  
**Language Competence (scale of 1-5):** Hausa: 2, French: 2  
**Overseas Experience:** Nigeria, Ghana  
**Area Courses Taught:** 4  
**Research Specialization:** Media; urbanization; globalization; Islam; northern Nigeria  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 7  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *Secular Machines: “The Form of Crisis and the Affect of Modernization” in African Futures: Essays on Crisis, Emergence, and Possibility.* Brian Goldstone and Juan Obarrio eds. Chicago: Chicago University Press, 2016; “Binary Islam: Media and Religious Movements in Nigeria” in *New Media and Religious Transformations in Africa.* Rosalind Hackett and Ben Soares eds. Bloomington: Indiana University Press. 2015  
**Distinctions:** Board member of the Society for Cultural Anthropology of the American Anthropological Association

**Name:** Mahmood Mamdani  
**Title:** Herbert Lehman Professor of Government  
**Department and Tenure Status:** Government, Anthropology, Political Science, Middle Eastern, South Asian and African Studies; tenured  
**Education:** Ph.D., Government, Harvard University, 1974; M.A.L.D., Law and Diplomacy, Fletcher School of Law and Diplomacy, 1969; M.A., Political and Economic Development, Fletcher School of Law and Diplomacy, 1968; B.A., Political Science, University of Pittsburgh, 1967  
**Academic Experience:** 1999–present, Herbert Lehman Professor of Government, Columbia University; 2010–present, Professor and Executive Director, Makerere Institute of Social Research, Kampala, Uganda; 1999–2004, Director of Institute of African Studies, Columbia University; 1996–99, AC Jordan Professor and Director of Center African Studies, University of Cape Town; 1991–96, Executive Director of Center for Basic Research, Kampala, Uganda; 1980–93, Associate Professor/Senior Lecturer in Political Science, Makerere University, Kampala, Uganda; 1973–79, Senior Lecturer/Lecturer in Political Science/Economy, University of Dar-es-Salaam  
**Language Competence (scale of 1-5):** Kiswahili: 3, Hindustani: 5, Gujarati: 5, French: 2  
**Overseas Experience:** Uganda, South Africa, Tanzania, Sweden, Senegal, and others  
**Area Courses Taught:** 4  
**Research Specialization:** Government and Anthropology; African Studies  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 7  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (with a new preface) (Kampala: Wits University Press, Jo’berg and MISR Book Series, 2017); *Define and Rule: Native as Political Identity* (Harvard, 2013); *Saviors and Survivors: Darfur, Politics, and the War on Terror* (New York: Pantheon, 2009).  
**Distinctions:** Corresponding Fellow, British Academy, 2017; Chair, Aga Khan Architecture Jury Award, 2012; Distinguished Columbia Faculty Award, 2010–2011; Nominated as Member of Advisory Group of Eminent Persons, UNHCR, 2010; Honorary Doctorate, University of Johannesburg, South Africa, 2010; Honorary Doctorate, Addis Ababa University, Ethiopia, 2010.

**Name:** Kimberly Marten  
**Title:** Ann Whitney Olin Professor of Political Science  
**Position/Tenure Status:** Political Science, Barnard College; Tenured  
**Education:** Ph.D., Stanford University, 1991; A.B., Harvard University, 1985  
**Academic Experience:** 1997-present, Professor, Barnard College; 1991-97, Assistant Professor, Ohio State University; 1993-94, Visiting Scholar, Harvard University Center for International Affairs; 1990-91, Post-Doctoral Fellow, Stanford University Center for International Security and Cooperation  
**Language Competence (scale of 1-5):** Russian (3)  
**Overseas Experience:** Russia, Japan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Kosovo, Israel, Palestinian Authority, Afghanistan, South Korea, India, Belgium, Australia, Canada  
**Area Courses Taught:** 3  
**Research Specializations:** Politics and Security in Eurasia, Non-State Armed Actors and State-Building, Causes of Terrorism and the Effects of Counter-Terrorism Policies  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years):** 2 Masters Theses  
**US Government Fellowships Received:** n/a  
**Recent Publications:** “Reconsidering NATO Expansion: a Counterfactual Analysis of Russia and the West in the 1990s,” *European Journal of International Security* 3, no. 2 (June 2018); “Debunking the Stationary Bandit Myth: Violence and Governance in Statebuilding History,” in *The Jackals of Westphalia? Non-State Challenges in a Re-Ordered World*, ed. Stefano Ruzza, Anja P. Jakobi and Charles C. Geisler (New York: Routledge, 2015); “Reformed or Deformed? Patronage Politics, International Influence, and the Palestinian Authority Security Forces,” *International Peacekeeping* (2015).  
**Distinctions:** Member of the International Institute for Strategic Studies, London (2016); Acting Director, Harriman Institute (2012-2013); Life Member, Council on Foreign Relations; Non-Resident Associate Fellow at the Asia Society (2006-2009); Marshall Shulman Prize from the American Association for the Advancement of Slavic Studies for *Engaging the Enemy: Organization Theory and Soviet Military Innovation, 1955-1991*; Barnard Faculty Representative, U.S. State Department Women in Public Service Project (2011-2012); Recipient of several grants, including from the Smith Richardson Foundation and the Carnegie Corporation of New York.

**Name:** Joseph A. Massad  
**Title:** Professor  
**Department and Tenure Status:** Middle East, South Asian, and African Studies; tenured  
**Education:** Ph.D., Columbia University, 1998; M.A. and B.A., Political Science, University of New Mexico  
**Academic Experience:** Professor/Associate/Assistant Professor and Instructor, Columbia University; Spring 1998, Visiting Assistant Professor, Pratt Institute, School of Liberal Arts and Science  
**Language Competence (scale 1-5):** Arabic: 5, Spanish: 5, French: 5, Italian: 5; Hebrew: 2  
**Overseas Experience:** Jordan, Egypt  
**Area Courses Taught:** 6  
**Research Specialization:** Post-Colonial Studies; Jordan; theories of nationalism, sexuality, race, and religion, Islam, liberalism  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 5  
**U.S. Government fellowships received:** N/A  
**Recent Publications:** *Islam in Liberalism* (Chicago: University of Chicago Press, 2015) *Desiring Arabs* (Chicago: University of Chicago Press, 2007); *The Persistence of the Palestinian Question: Essays on Zionism and the Palestinian Question* (London: Routledge, 2006); *Colonial Effects: The Making of National Identity in Jordan* (New York: Columbia UP, 2001)  
**Distinctions:** N/A

**Name:** Hisham Matar

**Title:** Adjunct Associate Professor of Professional Practice

**Department and Tenure Status:** Comparative Literature, Asia and Middle East Cultures, and English (Barnard); non-tenured

**Education:** M.A. Design Futures (Architecture), Goldsmiths College, University of London

**Academic Experience:** 2013-present, Fellow of the Royal Society of Literature; 2011-present, Weiss Foundation International Fellow in Literature and the Arts and Adjunct Associate Professor of Professional Practice in the English Department, Barnard College, New York; 2012, Distinguished Visiting Writer of The Department of English and Comparative Literature at The American University in Cairo, Egypt; 2012, Booker Prize Foundation Fellow at Mansfield College, University of Oxford; 2012, Booker Prize Foundation Fellow at Newcastle University; 2012, Ida Beam Distinguished Visiting Professor, International Writing Program, University of Iowa; 2011, Zell International Writer in Residence at the University of Michigan; 2010, Booker Prize Foundation Fellow at University of East Anglia; 2010, 'First Story' Writer-In-Residence; 2008, Mary Amelia Cummins Harvey Visiting Fellow at Girton College, University of Cambridge

**Language Competence (scale 1-5):** Arabic: 5, French: 4, Italian: 4

**Overseas Experience:** Libya, Egypt, Italy, UK, France

**Area Courses Taught:** 2

**Research Specialization:** Modernism, Romanticism, Literature of Exile, Translation

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government fellowships received:** n/a

**Recent Publications:** *The Return: Fathers, Sons and the Land in Between* (Memoir), 2016; *Anatomy of a Disappearance* (Novel), 2011; *In the Country of Men* (Novel), 2006

**Distinctions:** 2014, *In the Country of Men* selected one of "10 best novels about Africa", *The Telegraph*; 2013, Blue Metropolis Al Majidi Ibn Dhafer Arab Literary Prize; 2012, Encore Award Finalist; 2012, The Arab American National Museum Book Award Finalist; 2011-12; *Anatomy of a Disappearance* named one of the best books of the year by the Chicago Tribune, The Daily Beast, The Independent, The Guardian, The Daily Telegraph, Toronto Sun, and the Irish Times; 2012, 'Naima', a short story published in the New Yorker, was selected for the PEN/O. Henry Prize Stories 2012.

**Name:** Mark Mazower

**Title:** Ira D Wallach Professor of History

**Department and Tenure Status:** History, Professor

**Education:** PhD, Oxford University, 1988; MA, Johns Hopkins, University, 1983; BA, Oxford University, 1981

**Academic Experience:** 30 years teaching: Princeton, Sussex, Birkbeck, Columbia

**Language Competence (scale of 1-5):** Greek 4, French 4, Italian 4.

**Overseas Experience:** lived in Italy, Greece, France

**Area Courses Taught:** 1

**Research Specialization:** modern Greece and post-Ottoman world

**Time Spent on Teaching/Research Related to Middle East:** 75% (counting Greece)

**Theses Supervised in Past 5 Years:** 12

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *What You Did Not Tell: A Russian Past and the Journey Home* (Other Press, 2017); *Hitler's Empire: Nazi Rule in Occupied Europe* (Allen Lane, 2008); *Salonica City of Ghosts: Christians, Muslims and Jews, 1430-1950* (Harper Collins, 2004).

**Distinctions:** Honorary doctorates from the Universities of London and Athens; Dido Sotiriou Award of the Hellenic Authors Society, 2012; Society of Columbia Graduates Great Teacher Award, 2011; LA Times Book Prize for History, 2009, Duff Cooper Prize, 2005; Wolfson Prize for History, 2001; Adolphe Bentinck Prize, 2001

**Name:** Brinkley Messick

**Title:** Professor and Director of the Middle East Institute

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, Anthropology; tenured

**Education:** Ph.D., Princeton, 1978; M.A., Princeton, 1974; B.A., University of Pennsylvania, 1969

**Academic Experience:** 1997-present, Professor, Columbia University; 1993-98, Associate Professor, University of Michigan; 1991-93, University of Michigan, Assistant Professor; 1987-91, Lecturer, Brandeis; 1984-87, Visiting Assistant Professor, University of Massachusetts; 1983-84, Visiting Fellow, Princeton; 1982-83, Research Associate and Lecturer, University of Pennsylvania; 1980-81, Visiting Assistant Professor, Washington University; 1979, Visiting Assistant Professor, Colorado College

**Language Competence (scale of 1-5):** Literary Arabic: 4, Colloquial Yemeni and Moroccan Arabic: 4, French: 4, Italian: 4

**Overseas Experience:** summer fellowship in Cairo, five years studying Islamic law in Yemen, three years studying and teaching languages in Morocco

**Area Courses Taught:** 8

**Research Specialization:** Writing and reading, considered as cultural and historical phenomena, in Islamic societies in both Arabia and North Africa; legal anthropology and legal history, with specific interests in Islamic law

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 11 dissertation sponsor; 15 committee member

**U.S. Government Fellowships Received:** Fulbright (CIES) lecturing and research grant, serial, 3 years; National Defense Education Act Title VI, Arabic Fellowship (four years)

**Recent Publications:** *Sharī'a Scripts: A Historical Anthropology* (Columbia University Press, 2018); "Notes for a Local History of Falsehood," *Legal Documents as Sources for the History of Muslim Societies. Studies in Honour of Rudolph Peters*. Ed. by Maaïke van Berkel, Léon Buskens, Petra M. Sijpesteijn. pp. 208- 228. Amsterdam: Amsterdam University Press, 2017; "Fatwa, Modern," *Encyclopedia of Islam*, 3<sup>rd</sup> Ed. (2017); "Islamic Texts: The Anthropologist as Reader," in *Islamic Studies in the Twenty-first Century*, ed. L. Buskens and A. van Sandwijk, Amsterdam University Press, 2016; "The Judge and the Mufti," in R. Peters and P. Bearman, eds. *The Ashgate Research Companion to Islamic Law*, 2014; "Interpreting Tears: A Marriage Case from Imamic Yemen," *The Islamic Marriage Contract* (Harvard, 2008); "Property and the Private in a Sharia System," *Social Research*, 2003; *Islamic Legal Interpretation: Muftis and Their Fatwa*, co-edited with Khalid Masud and David Powers (Cambridge, Mass.: Harvard University Press: 1996); *The Calligraphic State: Textual Domination and History in a Muslim Society* (Berkeley: University of California Press: 1993).

**Distinctions:** 2009, Senior Scholar Award, Middle East Section, American Anthropological Association; 1993, Albert Hourani Book Award, Middle East Studies Association; 1995-96, Guggenheim Fellowship; 1995-96, Michigan Humanities Award; 1995, Henry Russel Award, University of Michigan

**Name:** Timothy P. Mitchell

**Title:** Professor

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, School of International and Public Affairs; tenured

**Education:** Ph.D., Princeton University, 1984; B.A., Cambridge University, 1977 (converted to MA 1981)

**Academic Experience:** 2008-present, Professor, Columbia University; 2002-2008, Professor, New York University; 1996-2003, Director, Center for Near Eastern Studies, New York University; 1992-2002, Associate Professor, New York University; 1985-92, Assistant Professor, New York University

**Language Competence (scale of 1-5):** Arabic: 4, French: 3

**Overseas Experience:** Research trips to the Middle East every year for the past thirty years, for periods ranging from two weeks to nine months

**Area Courses Taught:** 4

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 7

**U.S. Government Fellowships Received:** National Endowment for the Humanities Fellowship

**Recent Publications:** *Carbon Democracy: Political Power in the Age of Oil* (Verso Press, 2011; French translation 2013); "The Capital City," in *The Arab City: Architecture and Representation*, ed. Amale Andraos and Nora Akawi, 2016; "Thinking Against the Sovereignty of the Concept," with Omar Jabary Salamanca and Nasser Abourahme. City, 2016; "Life of Infrastructure," *Comparative Studies of South Asia, Africa, and the Middle East*, 2015. "Economentality: How the Future Entered Government," *Critical Inquiry*, 40/4 (2014); 'Egypt.' *Oxford Companion to Comparative Politics*, 2012; "The Resources of Economics: Making the 1973 Oil Crisis." *Journal of Cultural Economy*, 3/2 (2010)

**Name:** Mahnaz Moazami

**Title:** Associate Research Scholar

**Department and Tenure Status:** Center for Iranian Studies; non-tenured

**Education:** Ph.D., History of Religions, Sorbonne University, School for Advanced Study in Religion Sciences, 1995

**Academic Experience:** 1998-1999, Post-Doctoral Fellow, Yale University; 1997-1998, Senior Fellow, Harvard University; 1995-96, Post-Doctoral Fellow, Harvard University

**Language Competence (scale of 1-5):** Persian: 5, French: 5, Old Persian: 5, Avestan: 5, Middle Persian (Pahlavi): 5, Sogdian: 3, Aramaic: 3

**Overseas Experience:** Education in France

**Area Courses Taught:** 6

**Research Specialization:** Zoroastrianism, Old and Middle Iranian Languages, Manichaeism, Sasanian History

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 3

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** *Wrestling with the Demons of the Pahlavi Widewdad. Transcription, Translation, and Commentary*, Brill: Leiden-Boston, 2014; *Zoroastrianism: A Collection of Articles from the Encyclopaedia Iranica*, 2 vols., Encyclopaedia Iranica Foundation: New York, 2016; "Some Thoughts on Qumran Halakhah: Biblical or 'Neo-Biblical'?" in *Festschrift in honor of Lawrence Schiffman*, Brill, Leiden, (forthcoming); "A Purging Presence: The Dog in Zoroastrian Tradition," in *Anthropology of the Middle East*, vol. 11/1, 2016; With Yaakov Elman: "The Question of Stringency in Second Temple Judaism," in Binyamin Y. Goldstein et al. ed., *Hā- 'ish Mōshe: Studies in Scriptural Interpretation in the Dead Sea Scrolls and Related Literature in Honor of Moshe J. Bernstein*, Brill, Leiden, 2017; *Encyclopaedia Iranica Entries*: "Kusraw ī Kawādān ud Rēdak-ēw," 2014; "Kunda(g)," 2014; "Pursišnīhā," 2014; "Vaeθā," 2014; "Zand ī Fragard ī Jud-Dēw-Dād," (with Y. Elman) 2014; "Mammals iii: The Classification of Mammals and the Other Animal Classes according to Zoroastrian Tradition," 2015; "Nasu-," 2016



**Name:** Ellen F. Morris  
**Title:** Assistant Professor  
**Department and Tenure Status:** Department of Classics and Ancient Studies; tenure track  
**Education:** Ph.D., University of Pennsylvania, 2001; B.A., Barnard College  
**Academic Experience:** 2012-present, Assistant Professor, Barnard College; 2008-12, Clinical Assistant Professor of Egyptology, New York University; 2006-12, Visiting Associate Research Scholar, Columbia University; 2005-06, Lecturer, Columbia University  
**Language Competence (scale of 1-5):** Middle Egyptian: 5  
**Overseas Experience:** Extensive excavation and research in Egypt  
**Area Courses Taught:** 3  
**Research Specialization:** Imperialism; state formation and the early state; performances of power and sexuality; political fragmentation; landscape theory; the interplay of Egyptian data and anthropological theory  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 3  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** 2018, *Ancient Egyptian Imperialism*. Oxford: Wiley-Blackwell Press; 2018, “Théorie insulaire et affordances des oasis du désert égyptien,” in *Mer et désert de l’Antiquité à nos jours: visions croisées*, ed. G. Tallet and T. Sauzeau. Rennes: Presses Universitaires de Rennes; 2017, “Middle Kingdom clappers, dancers, birth magic, and the reinvention of ritual.” In *Company of Images: Modelling the Imaginary World of Middle Kingdom Egypt (2000 - 1500 BC)*, ed. Gianluca Miniaci et al., Leuven: Peeters Publishers, pp. 285-335  
**Distinctions:** Jane and Morgan Whitney Art History Fellowship at the Metropolitan Museum, 2007-08; Andrew J. Mellon Postdoctoral Research Fellow, University of Michigan, 2002-03

**Name:** Khatchig Mouradian  
**Title:** Lecturer in Discipline  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, non-tenured  
**Education:** PhD in History, Clark University, 2016; Graduate Certificate in Conflict Resolution and Management, UMass Boston, 2012; MA in Clinical Psychology, Haigazian University, Beirut, Lebanon, 2006; BS in Biology, Haigazian University, Beirut, Lebanon, 2000  
**Academic Experience:** 2018-present, Lecturer, Columbia University; 2017, Nikit and Eleanora Ordjanian Visiting Professor, Columbia University; 2016, Kazan Visiting Assistant Professor, CSU Fresno; 2015-16, Visiting Assistant Professor, Rutgers University; 2013-15, Adjunct professor, Rutgers University  
**Language Competence (scale of 1-5):** Arabic 5, Armenian 5, English 5, Turkish 4, French 4, Italian 3  
**Overseas Experience:** Research and teaching in Armenia, Austria, Canada, China, Cyprus, France, Lebanon, Portugal, Syria, Norway, Switzerland, Turkey, the United Arab Emirates  
**Area Courses Taught:** 2  
**Research Specialization:** Social history of concentration camps, unarmed resistance,  
**Time Spent on Teaching/Research Related to Middle East:** 60%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** *After the Ottomans: Genocide’s Long Shadow and Armenian Resilience*  
Co-editor, with Seyhan Bayraktar and Hans-Lukas Kieser (I.B. Tauris, 2018); “The Very Limit of our Endurance’: Unarmed Resistance in Ottoman Syria during WWI” and “Becoming Aram: The Life and Legacy of a Revolutionary Statesman,” in Hans-Lukas Kieser, Margaret Anderson, et al., eds., *End of the Ottomans: The Genocide of 1915 and the Politics of Turkish Nationalism* (London: I.B Tauris, 2018)  
**Distinctions:** Society of Armenian Studies Best Conference Paper Award (2015), The Hrant Dink Freedom and Justice Medal of the Organization of Istanbul Armenians (2014), Agnes Manoogian Hausrath Fellowship in Armenian Genocide Studies (2009-2014)

**Name:** Dipali Mukhopadhyay

**Title:** Assistant Professor

**Department and Tenure Status:** School of International Affairs; tenure track

**Education:** Ph.D., Tufts University, 2011; M.A., Law and Diplomacy, Tufts University, 2005; B.A., Political Science, Yale University, 2002

**Academic Experience:** 2012-present, Assistant Professor, Columbia University; 2012, Non-Resident Fellow, Liechtenstein Institute on Self-Determination, Princeton University; 2011-12, Postdoctoral Fellow, Liechtenstein Institute on Self-Determination, Princeton University

**Language Competence (scale of 1-5):** French: 3; Persian: 2

**Overseas Experience:** Research and consulting in Afghanistan

**Area Courses Taught:** 4

**Research Specialization:** State formation, violence, and intervention; non-state armed actors; the politics and law of intervention and conflict management

**Time Spent on Teaching/Research Related to Middle East:** 50%

**Theses Supervised in Past 5 Years:** N/A

**U.S. Government Fellowships Received:** U.S. Institute of Peace, Jennings Randolph Dissertation Peace Scholarship, 2008-09; Jacob K. Javits Fellowship, 2003-07

**Recent Publications:** *Good Rebel Governance in Syria* with Kimberly Howe, book manuscript in progress with letter of intent to contract and publish from Cambridge University Press; “The ‘Tribal Politics’ of Field Research: A Reflection on Power and Partiality in 21<sup>st</sup> Century Warzones,” with Romain Malejacq, *Perspectives on Politics* 14 No 4, 2016; “Critical Dialogue” in *Perspectives on Politics* 13, No 1, 2015; *Warlords, Strongman Governors and the State in Afghanistan*, New York: Cambridge University Press, 2014

**Distinctions:** Central Eurasian Studies Society Book Award, shortlisted, 2016; Faculty Grant Award, Columbia University, 2014 and 2015; Outstanding Teaching Award, Columbia University, 2013; Eisenhower Institute, Roberts Fellowship, 2010

**Name:** Youssef Nouhi

**Title:** Lecturer

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured

**Education:** Ph.D. Candidate, Linguistics, University of Southern California; M.S. Candidate, Computational Linguistics, University of Southern California; M.A., Linguistics, University of Southern California, 2003; M.A., Linguistics, University of Ottawa, Canada, 1996

**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy

**Academic Experience:** 2006-present, Lecturer in Arabic, Columbia University; 2001-05, Teaching Assistant in Arabic, University of Southern California; 2004, Arabic Linguist in Information Science Institute (ISI), University of Southern California

**Language Competence (scale of 1-5):** Arabic: 5; Berber: 5; French: 4

**Overseas Experience:** Morocco

**Area Courses Taught:** 2

**Research Specialization:** Arabic Studies and Linguistics

**Time Spent on Teaching/Research Related to the Middle East:** 100%

**Theses Supervised in Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** n/a

**Distinctions:** Gold Nugget Award for professors rated consistently highest by students on Columbia Underground Listing of Professor Ability (CULPA)

**Name:** Lawrence G. Potter  
**Title:** Adjunct Associate Professor  
**Department and Tenure Status:** School of International and Public Affairs; non-tenured  
**Education:** Ph.D., Columbia University, 1992; M. Phil, Columbia University, 1981; M.A. School of Oriental and African Studies, Univ. of London, 1971; B.A., Tufts University, 1970  
**Academic Experience:** 2002-present, Adjunct Associate Professor, Columbia University (Appointments in SIPA and History Department); 1996-2002, Adjunct Assistant Professor, Columbia University; 1997-98, Bryn Mawr College; 1993-95, Visiting Assistant Professor, State University of New York, Stony Brook; 1993-94, Lecturer, Tufts University, 1993-94.  
**Language Competence (scale of 1-5):** French: 4, Persian: 4, German: 1, Arabic: 1  
**Overseas Experience:** Taught English in Iran, 1972-76; Visiting Fellow, Georgetown University School of Foreign Service, Doha, Qatar, 2011-12; Extensive travel in the Middle East and South Asia  
**Area Courses Taught:** 5  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** “Society in the Persian Gulf: Before and After Oil,” *Occasional Paper* No. 18 (Doha: Center for International and Regional Studies, Georgetown University in Qatar, 2017); “Patterns of Intra-Gulf Relations: Arabia and Iran,” in *The Emergence of the Gulf States: Studies in Modern History*, ed. J. E. Peterson (London: Bloomsbury Academic, 2016); Editor, *The Persian Gulf in Modern Times: People, Ports and History* (New York: Palgrave Macmillan, 2014)

**Name:** Michelle Quay  
**Title:** Lecturer  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; non-tenured  
**Education:** 2017, Ph.D., Cambridge University; 2013, M.A., University of California, Los Angeles; 2011, B.A., University of Chicago  
**Language Pedagogy Training:** Required yearly 2 day-long department-wide training on best practices in language pedagogy  
**Academic Experience:** 2017-present, Lecturer in Persian Language, Columbia University  
**Language Competence (scale of 1-5):** Farsi: 5; Arabic: 3;  
**Overseas Experience:** Research in Tajikistan, Morocco, UK  
**Area Courses Taught:** 2  
**Research Specialization:** Classical Persian Literature  
**Time spent of teaching/research related to the Middle East:** 100%  
**Theses Supervised in the Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** State Department Critical Language Scholarships (Persian + Arabic), FLAS  
**Recent Publications:** n/a

**Name:** Hussein Rashid  
**Title:** Adjunct Professor  
**Department and Tenure Status:** Religion, Barnard College; non-tenured  
**Education:** Ph.D., Harvard University, 2010; M.T.S., Harvard University, 1998; B.A., Columbia University, 1996  
**Academic Experience:** 2016-present, Adjunct Professor, Barnard College, Columbia University; 2011-15, Adjunct Professor, Hofstra University; 2012, Adjunct Professor, Iona College; 2013, Adjunct Professor, SUNY College at Old Westbury; 2012, Adjunct Professor, Fordham University; 2011, Visiting Professor, Virginia Theological Seminary; 2010-11, Visiting Instructor, Reconstructionist Rabbinical College; 2009-10, Special Visiting Instructor, Hofstra University; 2008, Adjunct Professor, Hofstra University; 2000-05, Teaching Fellow, Harvard University  
**Language Competence (scale of 1-5):** Arabic: 2; French: 4; German: 2; Hindi: 4; Persian: 3; Urdu: 3; Tajik: 2; Kutchi: 2; Gujarati: 2.  
**Overseas Experience:**  
**Area Courses Taught:** 3  
**Research Specialization:** Islam in America, Shi'ism, Islamicate literatures, South Asia, Persianate world  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** “Qawwālī in America: Making Space.” *Muslim World* 107, no. 2 (2017): 271–86; “Truth, Justice, and the Spiritual Way: Imam Ali as Superhero,” in *Muslim Superheroes: Comics, Islam, and Representation*, edited by A. David Lewis and Martin Lund. Boston: Ilex Foundation & Harvard University Press, 2017; “Hajj: The Pilgrimage,” in *Islamic Religious Practice in the United States*, edited by Edward E. Curtis IV. New York: New York University Press, 2017.

**Name:** Dagmar A. Riedel  
**Title:** Associate Research Scholar  
**Department and Tenure Status:** Center for Iranian Studies; non-tenured  
**Education:** PhD, Indiana University, 1997–2004; Magistra Artium, Universität Hamburg, 1986–1995  
**Academic Experience:** 2015, Specialist Consultant, Program in Medieval and Renaissance Studies, Columbia University; 2012, Instructor, Medieval and Renaissance Studies, Columbia University; 2006-2010, Adjunct instructor, Asien-Afrika-Institut, Universität Hamburg; 1997-1999, Teaching Assistant, Indiana University  
**Language Competence (scale of 1-5):** Arabic: 4, Persian: 4, Turkish: 2  
**Overseas Experience:** 2017-2019, Spain; 2005–2006, Ireland; 1997–2005, US; 1992, Israel and the Westbank, field trip of the Middle Eastern Studies Department at the Universität Hamburg, Hamburg, Germany; 1991, Tunisia, Arabic course at the Bourguiba Institute, Tunis; 1989, Egypt, Arabic course at Ain Shams University, Cairo; 1988, Turkey, tutor of a Turkish teenager, Avşa Adası and Istanbul  
**Area Courses Taught:** Workshop on Islamic manuscripts for Masters students in the interdisciplinary MA program of Medieval & Renaissance Studies, Columbia University  
**Research Specialization:** history of the book in Arabic script; Islamic historiography in Arabic and Persian  
**Time spent on teaching/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government fellowships received:** N/A  
**Recent Publications:** “The Book in Arabic Script,” in *A Companion to the History of the Book*, eds. Jonathan Rose and Simon Eliot, 2nd ed., Malden, Mass.: Wiley, 2018; “Of Making Many Copies There is No End: The Digitization of Manuscripts and Printed Books in Arabic Script,” in *The Digital Humanities and Islamic & Middle East Studies*, ed. Elias Muhanna: 65–91. Berlin: de Gruyter, 2016; “Manuscripts, Printed Books, and Near Eastern Studies in North America: The Manuscripts in Arabic Script of Columbia Libraries,” *Journal of Islamic Manuscripts*, 2014.

**Name:** Emmanuelle Saada

**Title:** Professor

**Department and Tenure Status:** French and Romance Philology; tenured

**Education:** PhD, Ecole des Hautes Etudes en Sciences Sociales, Paris, 2001; Diplôme d'Etudes Approfondies, Social Sciences, EHESS, Paris, 1994; Agrégation de Sciences Sociales, 1992; M.A., Sociology, University Paris-VIII-Saint-Denis, 1991; B.A., Sociology, Economics and Philosophy, University Paris-X-Nanterre, 1990.

**Academic Experience:** 2015-present, Professor, Columbia University; 2006-2015, Associate Professor, Columbia University; 2003-07, Researcher, Ecole Normale Supérieure; 2002-05, Assistant Professor, New York University; 1997-2002, Assistant Director, Institute of French Studies, New York University; 1994-97, Lecturer, New York University

**Language Competence (scale of 1-5):** French: 5, German: 5, Arabic: 3

**Overseas Experience:** Extensive study and teaching in France,

**Area Courses Taught:** 3

**Research Specialization:** Nineteenth and Twentieth Century French Imperialism; Legal Cultures; History of French Social Thought

**Time Spent on Teaching/Research Related to the Middle East:** teaching 25%, research 75%

**Theses Supervised in Past 5 Years:** 7

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** 2015, Pernau, M., Jordheim, ... & Saada, E., ed., *Civilizing Emotions: Concepts in Nineteenth Century Asia and Europe*, OUP Oxford; *Empire's Children: Race, Filiation and Citizenship in the French Colonies* (University of Chicago Press, 2012); *La Colonisation, une histoire du présent* (Paris: Gallimard, forthcoming); *Le Recours à la justice administrative*, edited with Jean-Gabriel Contamin, Alexis Spire and Katia Weidenfeld (Paris: La documentation française, 2008)

**Distinctions:** Lenfest Distinguished Faculty Award, 2012; French Voices-Pen American Center Award, 2009; Auguste Pavie Prize, 2008

**Name:** Amra Sabic-El-Rayess

**Title:** Associate Professor of Practice in Education Policy and Social Analysis

**Department and Tenure Status:** Teachers College; tenured

**Education:** Ph.D., Columbia University, Teachers College, 2012; Masters of International Affairs, Columbia University, School of International and Public Affairs, 2004; B.A. in Economics, Brown University, 2000

**Academic Experience:** 2017-present, Associate Professor of Practice, Education Policy and Social Analysis, Teachers College; 2016-2017, Assistant Research Professor, Education Policy and Social Analysis, Teachers College; 2014-2016, Adjunct Assistant Professor of Education, International and Transcultural Studies, Teachers College; 2012-2014, Lecturer, International and Transcultural Studies, Teachers College.

**Language Competence (scale of 1-5):** Bosnian: 5

**Overseas Experience:** Born and raised in Bosnia and Herzegovina

**Area Courses Taught:** 1

**Research Specialization:** Social Mobility, Corruption, Radicalization, Formal and Informal Muslim Education, Social Justice, Elite Formation

**Time Spent on Teaching/Research Related to Middle East:** 75%

**Theses Supervised in Past 5 Years:**

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** 2016, Merit matters: Student perceptions of faculty quality and reward. *International Journal of Educational Development*, 47; 2014, Acting and reacting: Youth's behavior in corrupt educational settings. *Peabody Journal of Education*, Taylor & Francis, 89; 2013, Befriending Bosnia's diaspora and EU-nionizing higher education: Limitations and possibilities. *European Education: Issues and Studies*, 45/2, 6-27.

**Distinctions:** n/a

**Name:** George Saliba

**Title:** Professor Emeritus of Arabic and Islamic Science

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenured

**Education:** Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; M.A., American University of Beirut, 1965; B.S., American University of Beirut, 1963

**Academic Experience:** 1978-present, Assistant Professor to Full Professor, Columbia University; 1976-1978, Assistant Professor, New York University; 1974-1976, Post-Doctoral Fellow, Center for Middle East Studies, Harvard University

**Language Competence (scale of 1-5):** Arabic: 5; French: 4; Persian: 3; German: 3; Spanish: 3; Ottoman: 2

**Overseas Experience:** Traveled for research purposes to Egypt, Morocco, Syria, Lebanon, Jordan, Kuwait, Saudi Arabia, Turkey, Iran, India, Uzbekistan, and Italy, Spain, France, England, Germany

**Area Courses Taught:** 2

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Number of Dissertations/Theses Supervised in Past 5 Years:** 5

**U.S. Government Fellowships Received:** Multiple from National Endowment for the Humanities and National Science Foundation

**Recent Publications:** *Islamic Science and the Making of the European Renaissance*, Cambridge, Mass.: M.I.T. Press, 2007; “The Scientific Tradition”, *The Islamic World*, ed. Andrew Rippin, New York: Routledge, 2008; “Illustrated Books May be Hazardous to Your Health: A New Reading of the Arabic Reception and Rendition of the Materia Medica of Dioscorides,” co-author, *Ars Orientalis*, 35: 6-65, 2008.

**Distinctions:** Carnegie Scholars Program, 2009-10; Distinguished Senior Scholar at the Kluge Center of the Library of Congress, 2005-06; History of Astronomy Prize from the Kuwait Foundation for the Advancement of Science, 1996; History of Science Prize, Third World Academy of Science, 1993

**Name:** Seth Schwartz

**Title:** Lucius N. Littauer Professor of Classical Jewish Civilization

**Department and Tenure Status:** History; tenured

**Education:** Ph.D., Columbia University, 1985; M.A. Columbia University, 1981; B.A., Yeshiva University, 1979

**Academic Experience:** 2009-present, Professor, Columbia University; 1995-2009, Professor, Jewish Theological Seminary

**Language Competence (scale of 1-5):** Hebrew: 5, Latin: 5, Greek: 5

**Overseas Experience:** Research fellowships in Jerusalem

**Area Courses Taught:** 3

**Research Specialization:** history of ancient Jews, especially in Hellenistic, Roman, and early Christian environments

**Time Spent on Teaching/Research Related to the Middle East:** 100%

**Theses Supervised in Past 5 Years:** 6

**U.S. Government Fellowships Received:** National Endowment for the Humanities Fellowship, 2006

**Recent Publications:** *The Ancient Jews from Alexander to Muhammad*, Cambridge University Press, 2014; *Were the Jews a Mediterranean Society? Reciprocity and Solidarity in Ancient Judaism*, Princeton: Princeton University Press, 2010; *Imperialism and Jewish Society, 200 BCE to 640 CE*, Princeton: Princeton University Press, 2001

**Distinctions:** Fellowship, Center for Advanced Judaic Studies at University of Pennsylvania, 2007-08; Fellowship, Institute for Advanced Studies, Jerusalem, 2002; Guggenheim Fellowship, 1999-2000

**Name:** A. Tunç Şen  
**Title:** Assistant Professor  
**Department and Tenure Status:** History, tenure-track  
**Education:** PhD (The University of Chicago, 2016, Near Eastern Languages and Civilizations)  
**Academic Experience:** Leiden University (University Lecturer, 2016-2017), Columbia University (Asst. Prof., 2017-)  
**Language Competence (scale of 1-5):** Modern and Ottoman Turkish: 5; Classical Arabic: 3; Persian: 3; Italian: 3  
**Overseas Experience:** Dissertation research in Turkey, Italy, France, England, Hungary, Germany  
**Area Courses Taught:** 2  
**Research Specialization:** Ottoman Studies, History of Science/Knowledge in the Islamic world, Manuscript Studies  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 1  
**U.S. Government Fellowships Received:** N/A  
**Recent Publications:** “Reading the Stars at the Ottoman Court: Bāyezīd II (r. 886/1481-918/1512) and his Celestial Interests,” *Arabica* 64/3-4 (2017): 557-608 [special issue *New Perspectives on Islamicate Occultism* (13th-17th Centuries), eds. Matthew Melvin-Koushki & Noah Gardiner]; “Practicing Astral Magic in Sixteenth-Century Ottoman Istanbul: A Treatise on Talismans attributed to Ibn Kemāl (d. 1534),” *Journal of Magic, Ritual, and Witchcraft* 12 (2017): 66- 88; “Rasattan Takvime: 15. ve 16. Yüzyıllarda Osmanlı Dünyasında Astrolojinin Yeri Üzerine Bazı Gözlemler,” [From Astronomical Observations to Almanac Prognostications: Revisiting the Role of Astrology in the fifteenth-and sixteenth-century Ottoman World] in *Osmanlı’da İlim ve Fikir Dünyası*, ed. Ömer Mahir Alper *et al.* (Istanbul: Klasik, 2016), 227-250.  
**Distinctions:** n/a

**Name:** Stephen R. Sestanovich  
**Title:** Kathryn and Shelby Cullom Davis Professor in the Practice of International Diplomacy  
**Department and Tenure Status:** School of International and Public Affairs; tenured  
**Education:** Ph.D., Political Science, Harvard University, 1978; B.A., Cornell University, 1972  
**Academic Experience:** 2001-present, Professor in Practice, Columbia University; 1979-1980, Visiting Assistant Professor of Political Science, Columbia University; 1978-1980 (on leave, 1979-1980), Assistant Professor of Political Science, Graduate Faculty, The New School for Social Research  
**Language Competence (scale of 1-5):** Russian: 5  
**Overseas Experience:** Central Asia  
**Area Courses Taught:** 3  
**Research Specialization:** Soviet and East European studies, strategic planning and international studies, and foreign policy  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** Frequent contributions to *The Wall Street Journal*, *The Atlantic*, *The New York Times*, *Council on Foreign Relations*, *Washington Wire*, and *Foreign Affairs*; *Maximalist: America in the World from Truman to Obama*, Knopf, February 2014; *Russia’s Wrong Direction: What the U.S. Can Should Do*, an Independent Task Force Report of the Council on Foreign Relations, 2006; *Rethinking Russia’s National Interest*, editor, 1994.  
**Distinctions:** Special Advisor to Secretary of State on New Independent States, 1997-2001

**Name:** Avinoam Shalem  
**Title:** Riggio Professor of Art History, Arts of Islam  
**Department and Tenure Status:** Art History, Archaeology; tenured  
**Education:** B.A., Tel Aviv University; studying at M.A. level at the Tel Aviv and Munich Universities; Ph.D., Edinburgh University.  
**Academic Experience:** Tel Aviv, Edinburgh, Bamberg, Heidelberg, Munich, Luzern, New Delhi, Williamstown.  
**Language Competence (scale of 1-5):** German: 5, Hebrew: 5, Arabic: 4, French: 4, Italian: 3  
**Overseas Experience:** Teaching Islamic art at the JNU in New Delhi; Fellow at the KHI (Kunsthistorisches Institut) in Florence – Max Planck Institute (running research projects and organizing conferences and summer schools); advisory board Minerva foundation (Max Planck ); curating exhibitions in Haus der Kunst in Munich and at the Jewish Museum in Munich.  
**Area Courses Taught:** 4  
**Research Specialization:** Arab art in the Mediterranean (circa 700-1500 AD).  
**Time spent on teaching/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 4; currently supervising 6  
**U.S. Government fellowships received:** Mellon Senior Fellow at the Metropolitan Museum of art 2006; Getty scholar in 2009, Getty Scholar in 2019.  
**Recent Publications:** The Chasuble of Thomas Becket in Fermo, 2017; Treasures of the Sea: Art before Craft, 2017; Facing the Wall: The Palestinian-Israeli Barriers, 2011. Avinoam Shalem and Gerhard Wolf, Cologne, Walter König, 2011; Constructing the Image of Muhammad in Europe, Edited and co-authored by Avinoam Shalem, Berlin, De Gruyter, 2013; Gazing Otherwise: *Modalities of Seeing in the Medieval Islamic Cultures*. Edited with Olga Bush, 2015; Nazi Looted Art and its Legacies, edited with Andreas Huyssen, Anson Rabinbach, 2017.  
**Distinctions:**

**Name:** Hanadi Shatara  
**Title:** Instructor  
**Department and Tenure Status:** Arts and Humanities Department at Teachers College, non-tenured  
**Education:** Currently a doctoral candidate at Teachers College, MSEd in Urban Education from University of Pennsylvania and BA in History from University of California, Berkeley  
**Academic Experience:** Instructor for the past 2 years at Teachers College, teaching secondary social studies methods, diversity and the social studies, and student teaching seminar courses. Adjunct Professor at Hunter College for 2 years, teaching elementary and secondary social studies methods.  
**Language Competence:** Palestinian Arabic: 4  
**Overseas Experience:** various professional development programs in Turkey, China, and Uganda  
**Area Courses Taught:** n/a  
**Research Specialization:** Global education, teacher positionality, world history teachers  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** Gaudelli, W., & Shatara, H. (2016). Developing Global Citizens? Possibilities and Problems of Youth-Conference Programming. *Journal of Research in Curriculum and Instruction*, 20(3), 208-219. Johnson, M. W., Lemke, M., & Shatara, H. (2017). A book review symposium: Imagining education: Beyond the logic of global neoliberal capitalism. *Journal for Critical Education Policy Studies*. 15(3), 397-419.  
**Distinctions:** National Board Certification for Professional Teaching Standards, Social Studies/History, Early Adolescence



**Name:** Gary Sick

**Title:** Adjunct Professor; Director, Gulf/2000 Project

**Department and Tenure Status:** International and Public Affairs; non-tenured

**Education:** PhD, Columbia University; MS, George Washington University; BA, University of Kansas

**Academic Experience:** University teacher, lecturer for 35 years

**Language Competence (scale of 1-5):** French (4), Arabic (1), Italian (3)

**Overseas Experience:** Lived & worked in Persian Gulf, Italy, France, Morocco, Egypt

**Area Courses Taught:** 1

**Research Specialization:** Persian Gulf politics

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** on three defense committees

**U.S. Government Fellowships Received:** N/A

**Recent Publications:** *Iran, Iraq, and the Legacies of War*, co-edited with Lawrence Potter (New York: Palgrave Macmillan, 2004); *Security in the Persian Gulf: Origins, Obstacles, and the Search for Consensus*, co-edited (New York: Palgrave Macmillan, 2002); *The Persian Gulf at the Millennium: Essays in Politics, Economy, Security, and Religion*, co-edited (New York: St. Martin's Press, 1997)

**Distinctions:** Board of Directors, Human Rights Watch, New York (emeritus as of 2005); Founding Chairman, Human Rights Watch/Middle East & North Africa Advisory Committee, (Chair 1991-2006); The Council on Foreign Relations, New York; Alumni Distinguished Achievement Award, University of Kansas, College of Liberal Arts and Sciences, 2005; Outstanding teacher award, based on student evaluations, School of International and Public Affairs, Columbia University, multiple awards since 2009; The Tannenbaum-Warner Award for scholarship and exceptional service to the Columbia University Seminars, 2010; Phi Beta Kappa; Who's Who in America; International Authors and Writers Who's Who.

**Name:** Udi Sommer

**Title:** Israel Institute Visiting Professor

**Department and Tenure Status:** Political Science

**Education:** PhD (2007; Stony Brook)

**Academic Experience:** Professor at UAlbany, Tel Aviv, Columbia

**Language Competence (scale of 1-5):** Hebrew: 5

**Overseas Experience:** Tel Aviv

**Area Courses Taught:** 1

**Research Specialization:** American and comparative politics, public law, cyber-security and political methodology, political institutions and legal evolution.

**Time Spent on Teaching/Research Related to Middle East:** 30%

**Theses Supervised in Past 5 Years:** 12 theses

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** Books: *Legal Path Dependence and the Long Arm of the Religious State: Sodomy Provisions and Gay Rights Across Nations and Over Time* (SUNY Press 2016) (with Victor Asal); *A Supreme Agenda: Strategic Case Selection on the US Supreme Court* (Palgrave-MacMillan 2014); *Home but Away: The Experience of Immigrant Parents*. Journals: "Women, Demography and Politics: How Lower Fertility Rates Lead to Democracy," *Demography*, forthcoming 2018; "An Impediment to Gender Equality?: Religion's Influence on Development and Reproductive Policy," *World Development* (with Aliza Forman Rabinovici), forthcoming 2018.

**Distinctions:** Blavatnik Interdisciplinary Cyber Research Center Grant 2017-9; Israel Institute Fellowship at Columbia University 2016-8; Israeli Young National Academy of Sciences 2015-9; Provost's List of Top 100 Outstanding Professors, Tel Aviv University, 2015; Marie Curie Grant, the European Research Council, 2011-2015; Provost's List of Top 100 Outstanding Professors, Tel Aviv University, 2014; Martin Edelman Award for Outstanding Teaching, University at Albany, 2010.

**Name:** Kathryn Spellman Poots

**Title:** Visiting Associate Professor and Academic Program Director for the MA in Islamic Studies

**Department and Tenure Status:** Middle East Institute; tenured (Aga Khan University, London)

**Education:** Ph.D., University of London, 2000; MSc., University of London, 1995; B.A., Richmond International University, 1994

**Academic Experience:** 2016 – present, Visiting Associate Professor, Columbia University; 2011 - present, Associate Professor, Aga Khan University; 2005-2015, Research Associate, School of Oriental and African Studies, University of London; 2003-2008, Assistant Professor, Syracuse University London Campus; 2000-2003, Assistant Professor, Hult International University; 2002 -2004, Adjunct, University of Sussex

**Language Competence (scale of 1-5):** Persian: 3; Arabic: 2; French: 2

**Overseas Experience:** Summer Academy in Beirut; Research trips to Tripoli (Libya); Summer Fellowship in Tehran; Summer Fellowship on Kish Island; Summer Academy at Wissenschaftskolleg zu Berlin; Consultant for the UNHRC (Geneva), UNESCO (Paris), UK Foreign Office and German Foreign Office on matters concerning Shia Muslims, Iran and the Iranian Diaspora.

**Area Courses Taught:** 2

**Research Specialization:** Muslims in Europe and North America, Iran and Iranian diasporic studies, transnational migration and gender studies.

**Time Spent on Teaching/Research Related to Middle East:** 100%

**Theses Supervised in Past 5 Years:** 5 sponsor; 4 committee member

**U.S. Government Fellowships Received:** Summer Language Fellowship in Tehran, Iran (1999)

**Recent Publications:** *Gender, Governance & Islam: Women, Islam and the State Revisited*, ed. (2018); *The Political Aesthetics of Global Protest: The Arab Spring and Beyond*, ed. (2014); *Ethnographies of Islam: Ritual Performances and Everyday Practices*, ed. (2012); *Religion and Nation: Iranian Local and Transnational Networks* (2005).

**Name:** Michael Stanislawski

**Title:** Nathan J. Miller Professor of Jewish History

**Department and Tenure Status:** History; tenured

**Education:** Ph.D., Harvard University, 1979; A.M., Harvard University, 1975; A.B., Harvard College, 1973

**Academic Experience:** Present, Professor, Columbia University; 2015 and 2016, Visiting Professor, Kaplan Centre for Jewish Studies, University of Cape Town, South Africa; 2000-2003, Visiting Professor of History, Central European University, Budapest; 1997-98, Visiting Professor of History, Jewish Theological Seminary of America; 1994, Honorary Visiting Professor, University College, London; 1991, Visiting Professor of Judaic Studies, Brown University; 1991, Fellow, Russian Research Center, Harvard University; 1988-90, Professor of History, Columbia University; 1980-88, Associate/Assistant Professor of Jewish History on the Miller Endowment, Columbia University; 1979-80, Assistant Professor of History and Comparative Religion, University of Washington

**Language Competence (scale of 1-5):** Hebrew: 5; Yiddish: 5; Russian: 5; German: 5; French: 5

**Overseas Experience:** Research in Israel

**Area Courses Taught:** 3

**Research Specialization:** Jewish history; intellectual history

**Time Spent on Teaching/Research Related to Middle East:** 35%

**Theses Supervised in Past 5 Years:** 8

**U.S. Government Fellowships Received:** NEH Summer College Teachers Seminars

**Recent Publications:** *Zionism: A Very Short Introduction*, Oxford University Press, 2017; *A Murder in Lemberg: The Assassination of the Reform Rabbi Abraham Kohn*, Princeton University Press, 2007; *Autobiographical Jews: Studies in Jewish Self-Fashioning*, Seattle: University of Washington Press, 2004

**Distinctions:** National Jewish Book Award for Modern Jewish Thought and Experience, Runner up, for *Autobiographical Jews*, 2006

**Name:** Amina Tawasil

**Title:** Lecturer

**Department and Tenure Status:** Teachers College, non-tenured

**Education:** Ph.D. in Anthropology and Education, Teachers College, Columbia University, 2013; M.Phil. Anthropology and Education, Teachers College, Columbia University, 2012; Certificate of Completion, Persian Language Program, University of Tehran, International Center for Persian Studies, Tehran, Iran, 2011; M.A. Social Sciences in Education, Stanford University, 2007

**Academic Experience:** 2015-2017 Visiting Lecturer, International Studies Institute, the University of New Mexico 2013-2015 Andrew W. Mellon Postdoctoral Fellowship, Middle East and North Africa Studies & Department of Anthropology, Northwestern University

**Language Competence (scale of 1-5):** Persian 3, English 5, Tagalog 5, Tausug 5 (native speaker)

**Overseas Experience:** 2008 – summer fieldwork, Islamic Republic of Iran, 2010-2011 – fieldwork, Islamic Republic of Iran

**Area Courses Taught:** 1

**Research Specialization:** Anthropology, oral history, social practice, gender, Islamic education

**Time Spent on Teaching/Research Related to Middle East:** 90%

**Theses Supervised in Past 5 Years:** 55

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Reading as Practice: The Howzevi (Seminarian) Women in Iran and Clair de Lune*, Anthropology and Education Quarterly (forthcoming, 2018); *Towards the Ideal Revolutionary Shi'i Woman: The Howzevi (Seminarian), the Requisites of Marriage and Islamic Education in Iran*, Journal of Women of the Middle East and the Islamic World 13(2015); *The Howzevi (Seminarian) Women in Iran: Constituting and Reconstituting Paths*. Dissertation Abstract, Journal of Middle East Women's Studies 11(2). July 2015.

**Distinctions:** Andrew W. Mellon Postdoctoral Fellow at Northwestern University, 2013-2015; American Association of University Women, 2012; IREX-Youth & Religious Education, (alternate), Dushanbe, Tajikistan, 2012

**Name:** Pier Mattia Tommasino

**Title:** Assistant Professor

**Department and Tenure Status:** Italian Studies, non-tenured

**Education:** 2009, Ph.D., Italian Philology, Scuola Normale Superiore (Pisa); 2003, M.A., Middle Eastern Studies, Università degli studi di Urbino, Carlo BO; 2002, M.A., Italian Philology, Università degli Studi di Pisa

**Academic Experience:** 2013, Assistant Professor at Columbia University; 2012-2013 Post-Doc Fellow, Institute of Mediterranean and Middle Eastern Languages and Cultures (Madrid, Spain); 2011-2012 Post-Doc Fellow, Fondazione Cini/Centro Vittore Branca (Venice); 2010-2011 Post-Doc Fellow, The Harvard University Center for Italian Renaissance Studies (Villa I Tatti, Florence).

**Language Competence (scale of 1-5):** Italian: 5, Spanish: 5, English: 4.5, French: 4, Arabic: 3

**Overseas Experience:** Study and research in Tunisia, Egypt, Italy, UK, France, Spain.

**Area Courses Taught:** 5

**Research Specialization:** European Translation of the Qur'an (particularly Italian, Latin and Spanish translation, between 12<sup>th</sup> and 17<sup>th</sup> century); Diffusion of Italian language and printed book in the Ottoman Empire.

**Time spent on teaching/research related to the Middle East:** 50%

**Theses Supervised in Past 5 Years:** N/A

**U.S. Government fellowships received:** (Rome Prize, American Academy in Rome, 2018: declined)

**Recent Publications:** *The Venetian Qur'an: a Renaissance Companion to Islam*, Philadelphia, University of Pennsylvania Press, 2018.

**Distinctions:** Institute for Advance Study Fellowship 2018-2019.

**Name:** Elaine Van Dalen <sup>H</sup>  
**Title:** Assistant Professor of Classical Islamic Studies  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies; tenure-track  
**Education:** 2017, PhD, University of Manchester; 2014, M.A., American University in Cairo; 2011, B.A., Leiden University  
**Academic Experience:** 2018-Present, Assistant Professor of Classical Islamic Studies, Middle Eastern, South Asian and African Studies, Columbia University; 2017- 2018, Teaching Fellow, Islamic and Middle Eastern Studies Department, University of Edinburgh; 2017, Postdoctoral Research Associate, University of Manchester  
**Language Competence (scale of 1-5):** Dutch: 5; English: 5; Modern Standard Arabic: 5. Egyptian Colloquial Arabic: 5; French: 4; German: 4; Italian: 3;  
**Overseas Experience:** Netherlands, UK, Egypt, Saudi Arabia  
**Area Courses Taught:** n/a  
**Research Specialization:** Medieval Islamic Science; Graeco-Arabic Translation Movement; History of Scholarship in Early Medieval Islam; Classical Medical Arabic and Classical Arabic Philology  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Recent Publications:** “Breast-Feeding and Wet-nursing,” in: *Medieval Islamic Civilization: An Encyclopedia* (The Routledge Medieval Encyclopedia Online (RMEO), forthcoming early 2019); Abū ‘Ubaida (d. 825 AD), *The Book of Silk Brockade*, edited and translated by Samuel Barry, Elaine van Dalen, and Hussain al-Qarni (Jeddah: King Abdulaziz University Press, 2018); “Subjectivity in Translation: Ḥunayn Ibn Ishāq’s 9th-century Interpretation of Galen’s “Ego” in his *Commentary on the Hippocratic Aphorisms*,” in: *Oriens 45* (2017), 53–79;  
**Distinctions:** 2014, Magda Nowaihi Award in Gender Studies; 2013, ERC PhD Studentship, European Research Council

**Name:** Marc Van De Mieroop  
**Title:** Professor  
**Department and Tenure Status:** History; tenured  
**Education:** Ph.D., Yale University, 1983; M.A., Yale University, 1980; B.A., Katholieke Universiteit, 1978  
**Academic Experience:** 1996-present, Professor, Columbia University; 2006-07, Professor, University of Oxford; 1989-96, Associate Professor, Columbia University; 1984-89, Assistant Professor, Columbia University; 1983-84, Lecturer, Yale University  
**Language Competence (scale of 1-5):** Akkadian: 5, Sumerian: 5, German: 5, French: 5, Dutch: 5, Italian: 3  
**Overseas Experience:** Egypt, Iraq, Syria, Turkey  
**Area Courses Taught:** 4  
**Research Specialization:** Intellectual history of ancient Babylonia  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 2  
**U.S. Government Fellowships Received:** National Endowment for the Humanities  
**Recent Publications:** *A History of Ancient Egypt*, Wiley-Blackwell, 2011; *A History of the Ancient Near East, ca. 3000 - 323 B.C.*, third edition, Wiley-Blackwell, 2016; *Philosophy Before the Greeks: The Pursuit of Truth in Ancient Babylonia*, Princeton University Press, 2015.  
**Distinctions:** Guggenheim Fellow, 2013; American Council of Learned Societies Fellowship, 2016-17.

**Name:** Naomi Weinberger

**Title:** Adjunct Professor

**Department and Tenure Status:** School of International and Public Affairs; non-tenured

**Education:** Ph.D., Political Science, Columbia University, 1981; Certificate in Middle East Studies, Columbia University, Middle East Institute; A.B., Political Science, Barnard College, 1972

**Academic Experience:** 2009-present, Adjunct Professor, Columbia University; 2006-2009, Visiting Professor, Department of Political Science, Colgate University; 2003-2006, Associate Professor, Department of Social Science and History, Fairleigh Dickinson University; 2000-2003, Director of the United Nations Studies Program, School of International and Public Affairs, Columbia University

**Language Competence (scale of 1-5):** Hebrew: 5, Arabic: 3, French: 2

**Overseas Experience:** Israel, West Bank, Jordan, Tunisia, Egypt, Lebanon, Syria, Turkey, Russia

**Area Courses Taught:** 7

**Research Specialization:** Policymaking, conflict resolution, security issues

**Time Spent on Teaching/Research Related to the Middle East:** 80%

**Theses Supervised in the Past 5 Years:** N/A

**U.S. Government Fellowships Received:** National Science Foundation

**Recent Publications:** "Palestinian Sovereignty and Israeli Security: Views of the Permanent Status Negotiations" in *Books in Israel: Volume V*, ed. Laura Z. Eisenberg and Neil Caplan (Albany: State University of New York Press, 2000); "Civil-Military Coordination in Peacebuilding: The Challenge in Afghanistan" in the *Journal of International Affairs* 55:2 (Spring 2002): 245-274

**Distinctions:** n/a

**Name:** S Akbar Zaidi

**Title:** Professor

**Department and Tenure Status:** Middle Eastern, South Asian and African Studies and SIPA, not tenured

**Education:** Bsc Econ University College London, University of London; MSc Social Planning, London School of Economics; MPhil Economics, University of Cambridge; PhD History, University of Cambridge.

**Academic Experience:** Karachi University 1983-96, Columbia University 2010 to the Present, IBA Karachi 2012 to the Present (Adjunct)

**Language Competence (scale of 1-5):** English 5, Urdu 5

**Overseas Experience:** Pakistan, India, UK

**Area Courses Taught:** 4

**Research Specialization:** Political Economy of Pakistan, Indian History 19C, Islam in India

**Time Spent on Teaching/Research Related to Middle East:** 80%

**Theses Supervised in Past 5 Years:** 1

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** *Military, Civil Society and Democratization in Pakistan*, Vanguard, Lahore, 2011. *Issues in Pakistan's Economy: A Political Economy Perspective*, Oxford University Press, 2015.

**Distinctions:** n/a

## OTHER PROJECT PERSONNEL

**Name:** Astrid Benedek

**Title:** Associate Director

**Department and Tenure Status:** Middle East Institute (MEI)

**Education:** M.A., International and Political Affairs, Columbia University, 1994; B.A., Georgetown University, 1984

**Work Experience:** 2008-present, Associate Director, MEI, Columbia University; 2003-2008, Assistant Director, MEI; 1996-2002, Program Officer, Open Society Institute, New York

**Language Competence (scale of 1-5):** French: 5; German: 4; Arabic: 2

**Overseas Experience:** Secondary school education in Morocco; language study in Jordan and Syria

**Area Courses Taught:** N/A

**Research Specialization:** N/A

**Time Spent on Teaching/Research Related to the Middle East:** N/A

**Theses Supervised in Past 5 Years:** N/A

**U.S. govt. fellowships received:** FLAS Fellowship, 1993-94

**Recent Publications:** N/A

**Name:** Habiba Boumlik

**Title:** Associate Professor

**Department and Tenure Status:** Education and Language Acquisition, tenure track

**Education:** MA in Arabic and Islamic Studies, University of Strasbourg; in German Studies, University of Massachusetts; BA in French as a Foreign Language, University of Besancon; PhD in Social and Cultural Anthropology, University of Strasbourg, France.

**Work Experience:** Adjunct Lecturer 2005-2012; Assistant Professor 2012-2015, Associate Professor 2016-present.

**Language Competence (scale of 1-5):** French 5, Arabic 5, Berber 5, Spanish 4

**Overseas Experience:** France 1982-1996; Egypt 1990-1991; Hungary 1991-1992.

**Area Courses Taught:** 5

**Research Specialization:** Amazigh/Berber Cultures, North African Francophone Literature; Moroccan Judaism.

**Time spent on teaching/research related to the Middle East:** Translation of and research on literary texts and films from North Africa since 2012.

**Theses Supervised in Past 5 Years:** 0

**U.S. Government fellowships received:** 0

**Recent Publications:** "Morocco's Islamic Feminism. Contours of a New Theology?" in Doris H. Gray and Nadia Sonneveld (eds.), *Women and Social Change in North Africa: What Counts as Revolutionary?* Cambridge University Press, 2018; "Female Activists in Tunisian Socio-Political Movements. The Case of Amira Yahyaoui" in E. Maestri and A. Profanter (eds.), *Arab Women and the Media in Changing Landscapes*. Springer, 2017.

**Name:** Dahlia El Zein  
**Title:** Outreach Coordinator  
**Department and Tenure Status:** Middle East Institute  
**Education:** M.A., Arab Studies, Georgetown University, 2008; B.A., Webster University, 2003  
**Work Experience:** 2016-2018: Outreach Coordinator, MEI, 2014-2016, Program Director, CPS, Columbia University; 2013 Program Manager, CPS, Columbia University, 2010-2013 Middle East and North Africa Researcher, Committee to Protect Journalists, 2008-2010 Program Coordinator, Human Rights Watch  
**Language Competence (scale of 1-5):** Arabic: 5; French: 2  
**Overseas Experience:** Primary and secondary schooling in Egypt (until age 18), significant travel and research in Lebanon, travel in Syria, Jordan, Palestine/Israel, Bahrain  
**Area Courses Taught:** 2014-present: Teaches Middle East and South Asia course for summer precollege program at Princeton University  
**Research Specialization:** N/A  
**Time spent on teaching/research related to the Middle East:** 50 %  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government fellowships received:** N/A  
**Recent Publications:** “Cultural Sensitivity in a Military Occupation: The U.S. Military in Iraq,” Rochelle Davis with Dahlia El Zein and Dena Takruri. Anthropology and Global Counterinsurgency. Edited by John Kelley, Beatrice Jauregui, Sean T. Mitchell, Jeremy Walton (University of Chicago Press: 2010).

**Name:** Peter Magierski  
**Title:** Middle East and Islamic Studies Librarian  
**Department and Tenure Status:** Columbia University Libraries/Global Studies Division; N/A  
**Education:** (MLIS) Master of Library and Information Science, Rutgers University; (MA) Middle East Languages and Literatures, New York University  
**Academic Experience:** New York University, Columbia University  
**Language Competence:** Persian: 5, Polish: 5, Arabic: 4, German: 4, Italian: 4/, Russian: 3, French: 3  
**Overseas Experience:** UAE, Turkey, Central Asia, Afghanistan, Germany.  
**Area Courses Taught:** Bibliographic Instruction, Information Resources in Middle East and Islamic Studies.  
**Research Specialization:** General Middle East, Iran, Afghanistan, Central Asia, Open Access and digital resources  
**Time spent on teaching/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government fellowships received:** N/A  
**Recent Publications:** N/A

**Name:** Helen Malko  
**Title:** Program Manager  
**Department and Tenure Status:** Center for Palestine Studies  
**Education:** Ph.D., Stony Brook University 2014; MA., Baghdad University 2003; B.A., Baghdad University, 2000  
**Academic Experience:** 2017-2018, Adjunct Faculty, Fashion Institute of Technology; 2014-17, Associate Research Scholar, Columbia University; 2016-2017, Postdoctoral Fellow, Italian Academy, Columbia University; 2016-2017, Visiting Assistant Prof., Pratt Institute; 2015-2016, Adjunct Assistant Prof., Brooklyn College; 2010-2012, Instructor, Stony Brook University; 2010-2011, Adjunct Faculty, Suffolk Community College.  
**Language Competence (scale of 1-5):** Literary Arabic: 5, Colloquial Iraqi Arabic: 5, Aramaic: 3, English: 4.  
**Overseas Experience:** native of Iraq, 20 years of education in Iraq, 4 years of archaeological fieldwork in Turkey, 4 years of archaeological fieldwork in Iraq.  
**Area Courses Taught:** 2  
**Research Specialization:** Archaeology of the Middle East, with focus on Iraq and the surrounding region, cultural heritage politics, cultural heritage destruction and local communities in Iraq.  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** USAID-Iraq (2004)  
**Recent Publications:** (In Press) "Museums, Cultural Representation, and Identity within the Iraqi Context." In *Minority Narratives: Cultural Representations in Museums in the Middle East and Africa*, edited by Virginie Rey, Melbourne University. Edinburgh University Press; (In Press) "The Kassites of Babylonia: A Re-examination of an Ethnic Identity." In *Studies on the Sealand and Babylonia under the Kassites*, eds. Susanne Paulus and Tim Clayden. de Gruyter; (2017) "Dūr-Kurigalzu: Insights from Unpublished Iraqi Excavation Reports." In *Karduniaš. Babylonia under the Kassites*, eds. A. Bartelmus and K. Sternitzke. Pp. 479-491; (2016) "Preserving the Past: The Mapping Mesopotamian Monuments Project". *The Ancient Near East Today*. Vol. IV, No. 1; (2013) "At the Mercy of the Elements: Cultural Preservation of Ancient Sites in Mosul (Nineveh Province) Iraq". *International Journal of Contemporary Iraqi Studies*, Vol. 7, No.2, pp. 147-157.  
**Distinctions:** N/A

**Name:** Lucy R. McNair  
**Title:** Associate Professor  
**Department and Tenure Status:** English Department, tenure track  
**Education:** BA in German Studies, University of Massachusetts; MA in Modern Languages, University of Paris VIII; PhD in Comparative Literature, CUNY Graduate Center  
**Work Experience:** Freelance Translator 1990-2014; University lecturer 1998-2014, Assistant Professor 2014-2016, Associate Professor 2017-present.  
**Language Competence (scale of 1-5):** French 5, German 3  
**Overseas Experience:** Germany 1985-1987; France 1989-1996  
**Area Courses Taught:** 3  
**Research Specialization:** North African Francophone Literature and Film  
**Time spent on teaching/research related to the Middle East:** Translation of and research on literary texts and films from North Africa since 1994  
**Theses Supervised in Past 5 Years:** 0  
**U.S. Government fellowships received:** 0  
**Recent Publications:** "Towards an Ethics of Traumatic Memory: Mouloud Feraoun's *La Cité des roses* and Zahia Rahmani's *France, récit d'une enfance*". *Journal of North African Studies*, Vol 23, N. 1-2, January-March 2018; Translations of creative non-fiction texts by Laâbi, Khatibi, and Jacobiak for *SOUFFLES-ANFAS: A Critical Anthology from the Moroccan Journal of Culture and Politics*, eds. Harrison and Villa-Ignacio, Stanford University Press, 2016.



**Name:** Patricia Muller

**Title:** Executive Associate Director and Director of Research and Evaluation

**Department and tenure status:** Center for Evaluation & Education Policy (CEEP) at Indiana University, (non-tenured)

**Education:** BS 1990, (Applied Social Sciences), State University of New York; MS 1992, (College Student Personnel Administration), Indiana University; Ph.D. 1999, (Higher Education), Indiana University

**Professional experience:** Associate Director & Senior Research Scientist, CEEP; Senior Statistician & Analyst, Synergy Enterprises, Inc.; Associate Director, Indiana Center for Evaluation, Indiana University; Adjunct Lecturer, Indiana University; Senior Research Associate, Indiana Center for Evaluation, Indiana University

**Overseas experience:** People's Republic of China, France, Finland, United Kingdom

**Language(s):** Spanish (2)

**Research specialization:** Application of social science research methodology to critical research and evaluation studies using both advanced statistical analyses and in-depth qualitative case study methodology

**Recent publications:** Muller, P., Ruddy, A.M., Moss, M. Williams, A, "Inter-organizational collaboration in operations assessment," in Williams, A., et.al. (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*, North Atlantic Treaty Organization (NATO), 2013; Muller, P., McCormick, K, Ramos, F. *The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Students*. Center for Evaluation and Education Policy, 2012.

**Distinctions:** Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University. Developing a theoretical framework for joint evaluation for the North Atlantic Treaty Organization (NATO)

**Name:** Anne-Maree Ruddy

**Title:** Director of Education Policy and Senior Research Associate

**Department and tenure status:** Center for Evaluation and Education Policy (CEEP) at Indiana University

**Education:** B.Ed., (Religious Studies), Edith Cowan University, Perth, Australia, 1990; Master of Educational Management (Education Policy), the University of Western Australia, Perth, Australia, 1996; Ph.D. (International and Comparative Education), Murdoch University, Perth, Australia, 2008

**Academic Experience:** Research Associate, CEEP; Research Assistant, Vice Chancellor for Academic Affairs, Indiana University; Student Support Services, Northwestern University; Senior Teacher/Administrator, Corpus Christi College; Teacher/Administrator, La Salle College and Mt. Erin High School, Australia

**Language Competence (scale of 1-5):** French: 2

**Overseas Experience:** Australia, France, Finland, Ireland,, Netherlands

**Area Courses Taught:** N/A

**Research and Training:** Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

**Time Spent on Teaching/Research Related to Middle East:** N/A

**Theses Supervised in Past 5 Years:** N/A

**Recent publications:** With Cierniak, K., "Partnering for new possibilities: The development of a global learning certificate," in Raby, R. and Valeu, E., *International Education at Community Colleges: From Optional to Integral* (Palgrave Macmillan, New York, 2016); with Cierniak, K. and Stewart, M., *Mapping the growth: Statewide voucher programs in the United States*, Policy Brief (Bloomington, IN: CEEP, 2015); with Cierniak, K. and Billick, R., *The Indiana Choice Scholarship Program: Legal Challenges, Program Expansion, and Participation* (Bloomington, IN: CEEP, 2015)

**Distinctions:** Advisory Board member to US Department of Education postsecondary office. Member of the international evaluation team for IU and Kabul Education University Partnership M.Ed. TESOL Project.

**Name:** Simone Rutkowitz  
**Title:** Administrative Assistant  
**Department and Tenure Status:** The Middle East Institute  
**Education:** MA, New York University, 2016; BA, Hamilton, 2010  
**Academic Experience:** N/A  
**Language Competence (scale of 1-5):** Literary Arabic: 4, Colloquial Egyptian Arabic: 4, Spanish: 2  
**Overseas Experience:** Summer intensive study at the Arabic Language Institute at the American University in Cairo (2008); Semester abroad at the American University in Cairo (2009); Intensive language study at the Arabic Language Institute at the American University in Cairo (2012-13)  
**Area Courses Taught:** N/A  
**Research Specialization:** N/A  
**Time Spent on Teaching/Research Related to Middle East:** N/A  
**Theses Supervised in Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** Academic Year Foreign Language and Area Studies (FLAS) Fellow (2014-16)  
**Recent Publications:** N/A  
**Distinctions:** N/A

**Name:** Kathryn Spellman Poots  
**Title:** Academic Program Director  
**Department and Tenure Status:** Middle East Institute; tenured (Aga Khan University, London)  
**Education:** Ph.D., University of London, 2000; MSc., University of London, 1995; B.A., Richmond International University, 1994  
**Academic Experience:** 2016 – present, Visiting Associate Professor, Columbia University; 2011 - present, Associate Professor, Aga Khan University; 2005-2015, Research Associate, School of Oriental and African Studies, University of London; 2003-2008, Assistant Professor, Syracuse University London Campus; 2000-2003, Assistant Professor, Hult International University; 2002 -2004, Adjunct, University of Sussex  
**Language Competence (scale of 1-5):** Persian: 3; Arabic: 2; French: 2  
**Overseas Experience:** Summer Academy in Beirut; Research trips to Tripoli (Libya); Summer Fellowship in Tehran; Summer Fellowship on Kish Island; Summer Academy at Wissenschaftskolleg zu Berlin; Consultant for the UNHRC (Geneva), UNESCO (Paris), UK Foreign Office and German Foreign Office on matters concerning Shia Muslims, Iran and the Iranian Diaspora.  
**Area Courses Taught:** Foundation to Islamic Studies and Muslim Societies; Ethnographies of the Middle East; Gender, Nation, and Muslim Identities; Muslim Communities in the West; Migration and Diasporas; Sociology of Muslim Societies.  
**Research Specialization:** Muslims in Europe and North America, Iran and Iranian diasporic studies, transnational migration and gender studies.  
**Time Spent on Teaching/Research Related to Middle East:** 100 %  
**Theses Supervised in Past 5 Years:** 5 sponsor; 4 committee member  
**U.S. Government Fellowships Received:** Summer Language Fellowship in Tehran, Iran (1999)  
**Recent Publications:** edited volumes: *Gender, Governance & Islam: Women, Islam and the State Revisited* (2018); *The Political Aesthetics of Global Protest: The Arab Spring and Beyond* (2014) and *Ethnographies of Islam: Ritual Performances and Everyday Practices* (2012); book chapters: “Second-Generation Muslims and the Making of British Shi’ism” in Kasinitz, P. & Bozorgmehr, M. (eds.) *Growing Up Muslim in Europe and North America*; and Spellman Poots, K. & Gholami, R. (2018) “Iranians in Great Britain: Integration, Cultural Production and Challenges of Identity” in Mobasher, M. (ed.) *Iranians in Diaspora: Comparative Perspective on Iranian Immigrants in the United States, Canada, Australia, and Europe* (2018). Monograph: *Religion and Nation: Iranian Local and Transnational Networks in* (2005).

## PART IV – APPENDIX B: COURSE LIST

Term	Course ID	Course Name	Pt.	Instructor	2016-17 Enrollment Grad	2016-17 Enrollment Undgrad	2017-18 Enrollment Grad	2017-18 Enrollment Undgrad	2018-19	ME Content %
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° indicates new course. *Italics indicates courses funded with 50% or less NRC grant funds*

### ANTHROPOLOGY

Fall 2018	ANME6406G 001	Modern State/Colonial Subject	3	Mamdani, Mahmood	0	0	0	0	X	25%
Fall 2016	ANTH1002V 001	The Interpretation of Culture	3	Ben-Yehoyada, Naor	0	153	0	113	X	25%
Fall 2016	ANTH1002V 002	The Interpretation of Culture	3	Larkin, Brian	0	37	0	105	X	25%
Spring 2017	ANTH2005V 001	Ethnographic Imagination	4	Abu-Lughod, Lila	0	42	0	38		25%
Spring 2018	ANTH3007V 001	Archaeology before the Bible °	3	Boyd, Brian	0	0	0	13		50%
Summer 2017	ANTH3009S 001	The Anthropology of Islam	3	Ahsan, Sonia	0	2	0	3		100%
Fall 2018	ANTH3465V 001	Women, Gender & Politics in the Muslim World	3	Abu-Lughod, Lila	0	0	0	0	X	100%
Spring 2018	ANTH3887V 001	Anthropology of Palestine	4	Kanaaneh, Rhoda	0	0	0	15		100%
Fall 2016	ANTH3933V 001	Arabia Imagined	3	Messick, Brinkley	0	25	0	27	X	100%
Fall 2018	ANTH3997W 001	Supervised Individual Research	3	Boyd, Brian	0	0	0	0	X	100%
Fall 2018	ANTH3997W 015	Supervised Individual Research	3	Naor Ben-Yehoyada	0	0	0	0	X	25%
Fall 2018	ANTH3997W 026	Supervised Individual Research	3	Lila Abu-Lughod	0	0	0	0	X	50%
Fall 2017	ANTH3997W 032	Supervised Individual Research	3	Messick, Brinkley	0	0	0	1	X	100%
Spring 2017	ANTH4284G 001	Islam And Theory	3	Messick, Brinkley	4	1	0	0		100%
Spring 2018	ANTH5282W 001	Islamic Law	3	Messick, Brinkley	0	0	8	0		100%
Fall 2016	ANTH6135G 001	War And Social Theory	4	Abu El-Haj, Nadia	22	0	0	0		25%
Fall 2017	ANTH9101G 009	Research In Social/Cultural Anthropology	3	Larkin, Brian	0	0	2	0	X	25%
Spring 2018	ANTH9101G 022	Research In Social/Cultural Anthropology	3	Abu El-Haj, Nadia	0	0	1	0	X	75%
Fall 2016	ANTH9101G 025	Research In Social/Cultural Anthropology	3	Messick, Brinkley	2	0	1	0	X	75%
Spring 2018	ANTH9101G 035	Research In Social/Cultural Anthropology	3	Ben-Yehoyada, Naor	0	0	1	0	X	25%

### ARCHITECTURE, PLANNING AND PRESERVATION

Spring 2018	ARCH4385A 001	Arab Modernism(s) °	3	Elsheshtawy, Yasser	0	0	11	0		100%
Fall 2016	ARCH6797A 001	Echoing Borders °	3	Nora Akawi	8	0	8	0	X	100%

Term	Course ID	Course Name	Pt.	Instructor	2016-17 Enrollment Grad	2016-17 Enrollment Undgrad	2017-18 Enrollment Grad	2017-18 Enrollment Undgrad	2018-19	ME Content %
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<sup>n</sup> indicates new course. *Italics indicates courses funded with 50% or less NRC grant funds*

Fall 2016	ARCH6806A 001	Building Islam <sup>n</sup>	3	Jamaledidine, Ziad	15	2	15	0	X	100%
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#### ARCHEOLOGY AND ART HISTORY

Fall 2017	AHIS3433W 001	Enlightenment and Archaeology <sup>n</sup>	4	Bahrani, Zainab	0	0	1	7		100%
Fall 2018	AHIS4011W 001	Art & Archaeology of Mesopotamia <sup>n</sup>	3	Bahrani, Zainab	0	0	0	0	X	100%
Spring 2018	AHIS4583W 001	The Craft of Ivory <sup>n</sup>	4	Shalem, Avinoam	0	0	8	1		50%
Fall 2018	AHIS8138G 001	Early Dynastic Art and Archaeology <sup>n</sup>	4	Bahrani, Zainab	0	0	0	0	X	100%
Fall 2016	AHUM2802W 00	Arts of Islam	3	Shalem, Avinoam	0	24	0	37	X	100%
Fall 2016	CLCVV3535 001	Identity & Society Ancient Egypt *		Morris, Ellen	0	21	0	0	X	100%
Spring 2017	CLCVW4411 001	Egypt in the Classical World	3	Morris, Ellen	0	19	0	0		100%

#### EDUCATION

Spring 2018	EDP4199	Education, Islam and Radicalization	3	Sabic-El-Rayess, Amra	0	0	4	0		50%
Fall 2016	ITSF5008Y 001	Gender, Education, & International Development	3	Cortina, Regina	2	0	0	0		50%
Spring 2018	ITSF5045Y 001	Globalization, Mobility and Education	3	Tawasil, Amina	0	0	2	0		25%
Fall 2016	ITSF 5590	Education and the Development of Nations – Focus on the Middle East	3	Buckner, Elizabeth	14	0	0	0		100%

#### FRENCH AND ROMANCE PHILOLOGY

Spring 2018	FREN8626G 001	Maghreb Francophone Literature and Cinema <sup>n</sup>	3	Dobie, Madeleine	0	0	8	1		100%
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#### HISTORY

Spring 2018	HIST1002W 001	Ancient History of Mesopotamia and Asia	3	Van De Mieroop, Marc	0	0	0	23		100%
Spring 2018	HIST2577W 001	US - Middle East Relations	4	Chamberlin, Paul	0	0	0	82		100%
Fall 2018	HIST2629W 001	History of the State of Israel from 1948 - Present	4	Stanislawski, Michael	0	0	0	0	X	100%
Fall 2016	HIST2716W 001	History of Islamic Society	3	Kamaly, Hossein	0	9	0	0		100%
Fall 2016	HIST2719W 001	History of the Modern Middle East	4	Khalidi, Rashid	0	179	0	164	X	100%
Fall 2018	HIST2810W 001	History of South Asia I	4	Ahmed, Manan	0	0	0	41		25%

Term	Course ID	Course Name	Pt.	Instructor	2016-17 Enrollment Grad	2016-17 Enrollment Undgrad	2017-18 Enrollment Grad	2017-18 Enrollment Undgrad	2018-19	ME Content %
<sup>n</sup> indicates new course. <i>Italics indicates courses funded with 50% or less NRC grant funds</i>										
Fall 2017	HIST3061W 001	Islam and Europe in the Middle Ages <sup>n</sup>	4	Kosto, Adam	0	0	0	11		50%
Fall 2016	HIST3347W 001	Europe/Islam - Modern Period, 1789 <sup>n</sup>		Ghabrial, Sarah	0	15	0	0		75%
Summer 2017	HIST3455S 001	Global History Of U.S. Military Intervention	3	Neer, Robert	0	9	0	15		25%
Fall 2018	HIST3708W 001	Topics in Ottoman History, 1300-1800	4	Sen, Tunç	0	0	0	11		100%
Fall 2016	HIST3739W 001	The "Islamic" City <sup>n</sup>		Celik, Zeynep	0	4	0	0		100%
Fall 2017	HIST3930Q 001	Eastern Mediterranean in the Late Bronze Age <sup>n</sup>	4	Van De Mieroop, Marc	0	0	0	1		75%
Spring 2017	HIST3942W 001	Democracy in the Middle East	3	Khalidi, Rashid	0	17	0	0		100%
Fall 2018	HIST4010W 001	The Roman World in Late Antiquity <sup>n</sup>	4	Ruffini, Giovanni	0	0	0	0	X	75%
Fall 2016	HIST4218W 001	The Black Sea in History <sup>n</sup>		Evtuhov, Catherine	7	3	0	0		50%
Fall 2016	HIST4235W 001	Central Asia: Imperialist Legacies	3	Kendirbai, Gulnar	3	1	2	2	X	50%
Spring 2017	HIST4704W 001	Sunnis, Shias, & Others	3	Kamaly, Hossein	3	3	0	0		100%
Fall 2018	HIST4743W 001	Manuscripts of the Muslism World <sup>n</sup>	4	Sen, Tunç	0	0	0	0	X	100%
Fall 2017	HIST6998G 002	Jews and Judaism in Antiquity	4	Schwartz, Seth	0	0	3	0		25%
Spring 2017	HIST6998G 011	Modern France & Its Empire	4	Saada, Emmanuelle	4	0	0	0		25%
Fall 2016	HIST6998G 014	History of the Modern Middle East	4	Khalidi, Rashid	11	0	5	0	X	100%
Fall 2018	HIST6998G 018	History of the State of Israel <sup>n</sup>	4	Stanislawski, Michael	0	0	0	0	X	100%
Fall 2016	HIST6998G 022	History of Islamic Society	4	Kamaly, Hossein	1	0	0	0		100%
Fall 2018	HIST6999G 001	The Persian Empire <sup>n</sup>	4	Van De Mieroop, Marc	0	0	0	0	X	100%
Spring 2017	HIST6999G 005	Asiatic Russia: Empire, State and Society <sup>n</sup>	4	Kendirbai, Gulnar	1	0	0	0		50%
Fall 2018	HIST6999G 008	Jews in the Later Roman Empire	4	Schwartz, Seth	0	0	0	0	X	25%
Fall 2017	HIST6999G 012	Istanbul: Places, People	4	Celik, Zeynep	0	0	1	0		100%
Spring 2018	HIST6999G 016	Topics in Ottoman History	4	Sen, Tunç	0	0	1	0		100%
Fall 2017	HIST8495G 001	Borderlands <sup>n</sup>	4	Ahmed, Manan	0	0	15	1		50%
Fall 2016	HIST8611G 001	Herod to Bar Kokhba <sup>n</sup>	3	Schwartz, Seth	6	0	0	0		50%
Fall 2016	HIST8701G 001	Islamic Movements In The Middle East	4	Khalidi, Rashid	21	0	0	0	X	100%
Fall 2017	HIST8713Q 001	Modern History of Palestine	4	Khalidi, Rashid	0	0	10	1		100%
Fall 2018	HIST8744G 001	The Cold War in the Persian Gulf <sup>n</sup>	4	Alvandi, Roham	0	0	0	0	X	100%

Term	Course ID	Course Name	Pt.	Instructor	2016-17 Enrollment Grad	2016-17 Enrollment Undgrad	2017-18 Enrollment Grad	2017-18 Enrollment Undgrad	2018-19	ME Content %
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<sup>n</sup> indicates new course. *Italics indicates courses funded with 50% or less NRC grant funds*

Spring 2017	HIST8907G 001	Colonial Cities <sup>n</sup>	4	Celik, Zeynep	5	2	0	0		50%
Fall 2018	HIST8930G 001	Approaches To International/Global	3	Chamberlin, Paul	0	0	0	0	X	25%
Spring 2017	HIST8934G 001	Cold War in the Third World <sup>n</sup>	3	Coatsworth, John	15	0	0	0		25%
Fall 2018	HSCL3000W 001	The Persian Empire <sup>n</sup>	4	Van De Mierop, Marc	0	0	0	0	X	100%

## HUMANITIES

Fall 2016	AHMM3321V 00	Musics of India & West Asian	3	Ciucci, Alessandra	0	16	0	20	X	50%
Fall 2016	AHMM3321V 00	Musics of India & West Asian	3	Graves, Eben	0	15	0	20	X	50%
Spring 2017	AHUM1399V 001	Major Texts: Middle East/India	4	Hallaq, Wael	0	27	0	0	X	100%
Spring 2017	AHUM1399V 002	Major Texts: Middle East/India	4	Kamaly, Hossein	0	16	0	0	X	100%
Spring 2017	AHUM1399V 003	Major Texts: Middle East/India	4	Pollock, Sheldon	0	17	0	0		100%
Fall 2016	AHUM3399 001	Major Texts: Middle East/India	4	Cornwall, Owen	0	13	0	21		100%
Fall 2017	AHUM3399 001	Major Texts: Middle East/India	4	Hallaq, Wael	0	0	14	0		100%
Spring 2018	AHUM3399 002	Major Texts: Middle East/India	4	Shelley, Nathanael	0	0	20	0		100%
Fall 2016	ASCM2003V 001	Introduction To Islamic Civilization	4	Saliba, George	0	69	0	49	X	100%
Spring 2017	ASCM2008V 001	Contemporary Islamic Civilization	4	Dabashi, Hamid	0	82	0	106		100%
Spring 2017	ASST3610X 001	Persian Literature through English Translations	4	Kamaly, Hossein	0	9	0	0		100%
Fall 2016	CSER3490W 001	Post 9/11 Immigration Policy	4	OuYang, Elizabeth	0	17	0	11	X	25%
Fall 2016	CSER3928W 001	Colonization/Decolonization	3	Ngai, Mae	0	19	0	19		25%
Spring 2017	CSER3928W 001	Colonization/Decolonization	3	Jacoby, Karl	0	21	0	21		25%
Spring 2017	CSER3970W 001	Arabs In Literature & Film	3	Handal, Nathalie	1	18	2	17		100%
Spring 2017	CSER4483W 001	Subcitizenship	4	Rockefeller, Stuart	12	6	1	3		25%
Fall 2017	MUSI9432G 001	Music, Memory and Contemporary Migration <sup>n</sup>	3	Ciucci, Alessandra	0	0	4	0		25%
Fall 2016	SPAN3349W 001	Islamic Spain Through the Colonial Period	3	Grieve, Patricia	0	13	0	15	X	50%
Fall 2017	SPAN3368W 001	The Spanish Inquisition <sup>n</sup>	3	Kimmel, Seth	0	0	0	10		25%

Term	Course ID	Course Name	Pt.	Instructor	2016-17 Enrollment Grad	2016-17 Enrollment Undgrad	2017-18 Enrollment Grad	2017-18 Enrollment Undgrad	2018-19	ME Content %
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ⁿ indicates new course. *Italics indicates courses funded with 50% or less NRC grant funds*

#### INTERNATIONAL AND PUBLIC AFFAIRS

Fall 2016	EMPA8500U 001	Issues on Contemporary Security	4	Betts, Richard	17	0	16	4	X	50%
Fall 2016	INAF6054U 001	Petroleum Markets & Trade	3	Burke, Louise	20	4	18	2	X	25%
Spring 2018	INAF6205U 001	Democracy & Techno-Politics	3	Mitchell, Timothy	0	0	12	1		50%
Spring 2018	INAF6265U 001	Environmental History of the Israeli-Arab Conf	3	Rabinowitz, Dan	0	0	2	0		100%
Spring 2018	INAF6298U 001	Reporting and Writing on War	3	Di Giovanni, Janine	0	0	20	0		25%
Fall 2017	INAF6346U 001	U.S. Role In World Affairs	3	Sestanovich, Stephen	0	0	30	0	X	25%
Spring 2017	INAF6387U 001	Terrorism & Counterterrorism	3	Gottlieb, Stuart	25	2	29	0		50%
Spring 2018	INAF6389U 001	State Formations, Violence, Intervention and M	3	Mukhopadhyay, Dipali	0	0	22	1		25%
Spring 2017	INAF6398U 001	Unconventional Warriors	3	Mukhopadhyay, Dipali	27	0	24	0		50%
Spring 2017	INAF6399U 001	Weapons Of Mass Destruction	3	Long, Austin	11	0	0	0		50%
Fall 2016	INAF6429U 001	Energy Industry In The Middle East	3	Shrier, Adam	6	0	0	0		100%
Spring 2017	INAF6445U 001	Talking With The Enemy	3	Luers, William	18	0	17	1		25%
Spring 2018	INAF6538U 001	State Building in the Developing World	3	Corstange, Daniel	0	0	24	0		25%
Fall 2017	INAF6680U 001	U.S. Energy Security: Geopolitics of Oil	3	Udensiva, Natasha	0	0	19	2	X	50%
Spring 2018	INAF6714U 001	Political Economy of Development in the Middl	3	Diwan, Ishac	0	0	11	0		100%
Spring 2018	INAF6716U 001	Democratization & the Arab World ⁿ	1.5	Masri, Safwan	0	0	9	6		100%
Fall 2016	INAF6798U 001	Central Issues in American Foreign Policy	3	Gottlieb, Stuart	22	2	22	1	X	50%
Spring 2017	INAF8136U 001	U.S. Foreign Policy in the Persian Gulf	3	Sick, Gary	10	3	11	1	X	100%
Fall 2016	INAF8189U 001	Politics of History & Reconciliation	3	Barkan, Elazar	15	0	17	1	X	25%
Fall 2017	INAF8258U 001	State Formation, Deformation and Failure ⁿ	3	Anderson, Lisa	0	0	21	0		25%
Spring 2017	INAF8260U 001	Authoritarianism ⁿ	3	Anderson, Lisa	26	0	16	0	X	25%
<i>Fall 2016</i>	<i>REGN6660U 001</i>	<i>Security &amp; International Politics in the Persian</i>	3	<i>Potter, Lawrence</i>	<i>15</i>	<i>1</i>	<i>14</i>	<i>1</i>	<i>X</i>	<i>100%</i>
<i>Fall 2016</i>	<i>REGN6719U 001</i>	<i>Middle East Conflicts &amp; Global</i>	3	<i>Weinberger, Naomi</i>	22	3	25	2	<i>X</i>	<i>100%</i>
<i>Spring 2017</i>	<i>REGN8588U 001</i>	<i>Modern Iran: Monarchy-Islam Republic</i>	3	<i>Potter, Lawrence</i>	12	1	8	0	<i>X</i>	<i>100%</i>

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## ITALIAN

Fall 2017	ITAL4022W 001	The Qur'an in Europe <sup>n</sup>	3	Tommasino, Pier Mattia	0	0	6	24		50%
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## JOURNALISM

Spring 2017	JOUR6002J 008	Covering Conflicts	3	Matloff, Judith	11	0	13	0		25%
Spring 2017	JOUR6002J 010	Covering Religion	3	Goldman, Ari	14	0	16	0		25%
Spring 2017	JOUR6002J 015	Gender & Migration <sup>n</sup>	3	Stillman, Sarah	14	0	16	0		50%
Spring 2017	JOUR6002J 016	Human Rights Reporting <sup>n</sup>	3	Lonnie, Isabel	13	0	0	0		25%
Spring 2017	JOUR6002J 017	International Newsroom: Refuge <sup>n</sup>	3	McGregor, Susan	12	0	0	0		50%

## MESAAS & COMPARATIVE LITERATURE

Spring 2018	CLEN3741W 001	Literature of Lost Lands <sup>n</sup>	4	Viswanathan, Gauri	0	0	0	9		25%
Spring 2018	CLEN6565G 001	Varieties of Enchantment <sup>n</sup>	4	Viswanathan, Gauri	0	0	8	0		25%
Spring 2018	CLGM3110W 001	The Ottoman Past in the Greek Present <sup>n</sup>	3	Antoniou, Dimitrios	0	0	0	12		50%
Spring 2017	CLME1520W 001	Intro Modern Hebrew Lit	4	Henig, Roni	0	4	0	0		100%
Fall 2017	CLME3221W 001	Arabic Literature as World Literature <sup>n</sup>	4	Bin Tyer, Sarah	0	0	0	9		100%
Fall 2016	CLME3928W 001	Arabic Prison Writing <sup>n</sup>	3	Al-Musawi, Muhsin	0	21	0	11		100%
Fall 2017	CLME4031W 001	Cinema and Society in Asia and Africa	4	Dabashi, Hamid	0	0	1	13		100%
Fall 2018	CLME4226G 001	Arabic Autobiography: Global Dimensions	4	Al-Musawi, Muhsin	0	0	0	0	X	100%
Spring 2017	CLME4231G 001	Cold War Arab Culture <sup>n</sup>	3	Al-Musawi, Muhsin	3	15	0	0	X	100%
Spring 2017	CLME4241G 001	Sufism: Primary Texts/Con	3	Al-Musawi, Muhsin	6	8	0	0		100%
Spring 2018	CLME4733G 001	Iran: Film, Fiction, Poetry and Histroy	3	Dabashi, Hamid	0	0	1	9		100%
Spring 2017	CLME4764G 001	Modern & Medieval Islamic Politics	3	Al-Musawi, Muhsin	5	3	0	0		100%
Fall 2017	CPLS3454W 001	Staging Early Modern Mediterranean	3	Grieve, Patricia	0	0	0	11		25%
Spring 2018	CPLS5660G 001	The Decolonial Turn and West Asia <sup>n</sup>	4	Al-Hardan, Anaheed	0	0	3	0		100%
Fall 2016	CPLS6333G 001	East/West Frametale Narrative <sup>n</sup>	3	Grieve, Patricia	5	1	0	0	X	50%
Fall 2017	CPLS6454G 001	Blood/Lust: Early Modern Mediterranean <sup>n</sup>	3	Grieve, Patricia	0	0	6	1		50%



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Fall 2018	CPLT3551X 001	Arabian Nights Influences	4	Matar, Hisham	0	0	0	0	X	25%
Fall 2017	HSME2915W 001	Africa Before Colonialism: From Prehistory to t	4	Diouf, Mamadou	0	0	0	6	X	25%
Fall 2017	HSME3044W 001	From Colonial to Global Health <sup>n</sup>	3	Abi-Rached, Joelle	0	0	0	15		50%
Fall 2017	HSME4643G 001	19th Century Indian Muslims <sup>n</sup>	4	Zaidi, S. Akbar	0	0	1	2		75%
Fall 2017	ISCS5000G 001	Foundations to Islamic Studies <sup>n</sup>	4	Spellman Poots, Kathryn	0	0	11	0	X	100%
Spring 2018	MDES1001W 001	Critical Theory: A Global Perspective <sup>n</sup>	4	Dabashi, Hamid	0	0	0	82		50%
Spring 2017	MDES1220W 001	Literary Modernities <sup>n</sup>		Shmookler, Max	0	15	0	0		50%
Fall 2018	MDES2030W 001	Major Debates: Study of Africa	4	Mamdani, Mahmood	0	0	0	0	X	25%
Fall 2016	MDES3000W 001	Theory & Culture: Middle East	4	Dabashi, Hamid	1	70	0	62	X	100%
Spring 2017	MDES3042W 001	Palestinian-Israeli Politics	4	Massad, Joseph	0	25	0	17	X	100%
Fall 2016	MDES3130W 001	East Africa & The Swahili Community <sup>n</sup>	3	Kresse, Kai	0	15	0	0		25%
Spring 2017	MDES3260W 001	Rethinking Middle East Politics	3	Mitchell, Timothy	0	58	0	0		100%
Fall 2016	MDES3542W 001	Intro to Israeli Literature <sup>n</sup>		Miron, Dan	0	27	0	0		100%
Fall 2016	MDES3920W 001	Contemporary Culture In the Arab World	3	Massad, Joseph	0	16	0	9	X	100%
Fall 2016	MDES3923W 001	Central Questions In Islamic Law	3	Hallaq, Wael	0	19	0	15		100%
Spring 2018	MDES4237W 001	Arabs, Jews, and Arab Jews <sup>n</sup>	4	Hochberg, Gil	0	0	8	5		100%
Fall 2018	MDES4347G 001	Origins of Armenian Art <sup>n</sup>	4	Evans, Helen	0	0	0	0	X	100%
Spring 2017	MDES4357W 001	War, Genocide & Aftermath <sup>n</sup>		Mouradian, Khatchig	2	9	4	10		50%
Fall 2016	MDES4501W 001	Readings in Hebrew Texts	4	Harel, Naama	0	14	0	11	X	100%
Spring 2017	MDES4502W 001	Readings in Hebrew Texts	5	Harel, Naama	0	12	0	14		100%
Fall 2016	MDES4721G 001	Epics & Empires <sup>n</sup>	3	Dabashi, Hamid	4	3	0	0		75%
Fall 2017	MDES4726W 001	Readings in Persian Texts	4	Kia, Mana	0	0	4	1	X	100%
Fall 2017	MDES4760G 001	Shi'ites and Shi'ism <sup>n</sup>	4	Dabashi, Hamid	0	0	4	2		100%
Fall 2016	MDES4926W 001	Readings in Ottoman Texts	3	Colak, Zuleyha	5	0	6	0	X	100%
Spring 2017	MDES4927W 001	Readings in Ottoman Texts	3	Colak, Zuleyha	3	0	3	1		100%
Fall 2016	MDES5000G 001	Theory & Methods I <sup>n</sup>	4	Mitchell, Timothy	10	0	11	0	X	50%
Fall 2017	MDES5001G 001	Theory & Methods II <sup>n</sup>	4	Kaviraj, Sudipta	0	0	10	0		50%

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Fall 2016	MDES5004G 001	Approached to Middle East, South Asia, Africa	4	Cornwall, Owen	8	0	0	0		25%
Fall 2018	MDES5040G 001	Decolonizing Vision	4	Hochberg, Gil	0	0	0	0	X	50%
Spring 2017	MDES6008G 001	MESAAS Research Colloquium	2	Kaviraj, Sudipta	19	0	13	0	X	100%
Fall 2016	MDES6020G 001	Colonialism ⁿ	4	Mitchell, Timothy	15	0	0	0	X	50%
Fall 2016	MDES6031G 001	Nationalism In the Middle East	3	Massad, Joseph	12	0	9	1		100%
Fall 2016	MDES6210G 001	Readings In Classical Arabic Literature	3	Saliba, George	7	0	0	0		100%
Fall 2017	MDES6232G 001	Islamic Law Through Texts	4	Hallaq, Wael	0	0	7	0	X	100%
Fall 2016	MDES6235G 001	Readings in Modern Islamic Texts	4	Hallaq, Wael	5	0	5	0		100%
Fall 2016	MDES6530G 001	Dynamics of Israeli Culture	3	Miron, Dan	3	0	0	0		100%
Fall 2016	MDES6600G 001	Postcolonial Theory	3	Kaviraj, Sudipta	12	0	0	0		25%
Fall 2016	MDES8000G 016	Supervised Reading I	0	Hallaq, Wael	1	0	1	0	X	100%
Spring 2018	MDES8000G 035	Supervised Reading I	0	Kaviraj, Sudipta	0	0	1	0	X	100%
Spring 2017	MDES8000G 042	Supervised Reading I	0	Honarmand, Saeed	1	0	0	0	X	100%
Spring 2017	MDES8001G 014	Supervised Reading II	0	Dabashi, Hamid	1	0	0	0	X	100%
Spring 2017	MDES8001G 031	Supervised Reading II	0	Mitchell, Timothy	1	0	0	0	X	100%
Fall 2016	MDES8008G 001	Dissertation Colloquium	0	Diouf, Mamadou	22	0	21	0	X	100%
Fall 2016	MDES8206G 001	Psychoanalysis, Identity, Culture	4	Massad, Joseph	9	0	0	0	X	25%
Fall 2017	MDES8280G 001	Gender/Sexuality in the Arab World ⁿ	4	Massad, Joseph	0	0	6	0		100%

## POLITICAL SCIENCE

Spring 2018	POLS3962W 001	Theories of Revolution	4	Akhavi, Shahrough	0	0	0	10		50%
Spring 2017	POLS3962W 003	US-Iran Relations ⁿ	3	Cooper, Andrew	0	23	0	0		100%
Fall 2016	POLS4132G 001	Political Thought - Classical & Modern	3	Giorgini, Giovanni	5	4	0	0		25%
Fall 2017	POLS4433W 001	Israel 20 Years after Rabin ⁿ	4	Sommer, Ehud	0	0	1	14		100%
Spring 2017	POLS4434G 001	Ethnic Politics Across Post-Soviet Eurasia ⁿ	4	Giuliano, Elise	8	11	12	3		25%
Spring 2017	POLS4449W 001	Conflicts in Israeli Politics ⁿ	4	Sommer, Ehud	0	17	1	17		100%
Summer 2017	POLS4811S 001	Global Energy and Security	3	Bininachvili, Albert	6	21	3	18		50%

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Summer 2017	POLS4832S 001	Strategic Intelligence	3	Bininachvili, Albert	3	17	5	20		25%
Spring 2017	POLS4845G 001	National Security Strategies of the Middle East	4	Freilich, Charles	7	5	2	8		100%
Fall 2016	POLS4895W 001	War, Peace & Strategy	3	Betts, Richard	3	58	2	58	X	25%

## RELIGION

Fall 2017	IE102	Religions in the City: Introduction to Interreligi	3	Lamptey, Jerusha	0	0	5	0	X	25%
Spring 2018	IE227	Islamophobia	3	Lamptey, Jerusha	0	0	5	0		100%
Fall 2017	IE230	Islamic Religious Thought and Practice	3	Lamptey, Jerusha	0	0	3	0		100%
Fall 2018	IE242	The Qur'an: Engaging a Sacred Text	3	Lamptey, Jerusha	0	0	0	0	X	100%
Spring 2018	IE326	Comparative Feminist Theology: Islam and Chr	3	Lamptey, Jerusha	0	0	5	0		50%
Spring 2017	RELI1610U 001	Religion and Popular Culture	3	Rashid, Hussein	0	49	0	52		50%
Fall 2016	RELI2305V 001	Islam	3	Haider, Najam	0	37	0	37	X	100%
Fall 2016	RELI2506U 001	Judaism	3	Berkowitz, Beth	0	30	0	40	X	100%
Spring 2017	RELI3311V 001	Islam In Post - Colonial World	3	Rashid, Hussein	0	29	0	20		100%
Fall 2016	RELI3407Q 001	Muslims in the Diaspora	3	Rashid, Hussein	0	52	0	39		50%
Spring 2017	RELI3501V 001	Introduction to the Hebrew Bible	3	Berkowitz, Beth	0	26	0	0		100%
Spring 2017	RELI4315W 001	Sufis and the Qur'an	3	Ivanyi, Katharina	8	1	0	0		100%
Fall 2016	RELI4325W 001	Sufism	3	Ivanyi, Katharina	5	4	0	0		100%
Spring 2017	RELI6420G 001	Religion and Public Life <sup>n</sup>	4	Ewing, Katherine	7	0	13	0		25%
Spring 2017	RELI8301G 001	Islamic Historiography	3	Haider, Najam	4	0	0	0		
Spring 2018	RELI9320G 001	Evaluating Islamic Sources	4	Haider, Najam	0	0	5	0		100%

## SOCIOLOGY

Fall 2016	SOCI3285W 001	Israeli Society	3	Cohen, Yinon	0	18	0	10	X	100%
Fall 2016	SOCI6010G 001	Israeli Society: Special Topics	3	Cohen, Yinon	1	0	2	0	X	100%
Spring 2017	SOCI6200G 001	International Migration	3	Cohen, Yinon	9	0	7	0		25%

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## WOMEN'S STUDIES

Fall 2016	WMST4000G 001	Genealogies of Feminism	4	Abu-Lughod, Lila	10	0	15	0	X	25%
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## LANGUAGE INSTRUCTION

Fall 2016	MDES1208W 001	Arabic for Heritage Speakers	5	Nouhi, Youssef	3	7	0	10	X	
Fall 2016	MDES1210W 001	First Year Arabic I	5	Nouhi, Youssef	3	8	2	12	X	
Fall 2016	MDES1210W 002	First Year Arabic I	5	Arabi, Rasha	1	11	2	9	X	
Fall 2016	MDES1210W 003	First Year Arabic I	5	Bettaieb, Rym	2	9	1	8	X	
Fall 2016	MDES1210W 004	First Year Arabic I	5	Ahmar, May	2	12	0	9	X	
Spring 2017	MDES1210W 001	First Year Arabic I	5	Faraj, Reem	0	9	1	7		
Spring 2017	MDES1210W 002	First Year Arabic I	5	Absi, Ouijdane	2	6	1	5		
Summer 2017	MDES1210S 001	First Year Arabic I	5	Absi, Ouijdane	2	1	4	3		
Summer 2017	MDES1210S 002	First Year Arabic I	5	Arabi, Rasha	1	2	0	0		
Fall 2016	MDES1211W 001	First Year Arabic II	5	Faraj, Reem	0	14	5	8		
Spring 2017	MDES1211W 001	First Year Arabic II	5	Arabi, Rasha	2	11	2	8		
Spring 2017	MDES1211W 002	First Year Arabic II	5	Bettaieb, Rym	2	12	3	8		
Spring 2017	MDES1211W 003	First Year Arabic II	5	Ahmar, May	2	8	0	10		
Summer 2017	MDES1211S 001	First Year Arabic II	5	Absi, Ouijdane	0	7	4	2		
Summer 2017	MDES1211S 002	First Year Arabic II	5	Bettaieb, Rym	0	7	0	0		
Summer 2017	MDES1214S 001	Second Year Arabic I	5	Nouhi, Youssef	0	3	2	1		
Summer 2017	MDES1215S 001	Second Year Arabic II	5	Bettaieb, Rym	0	3	3	3		
Fall 2016	MDES2201W 001	Second Year Arabic I	5	Arabi, Rasha	0	14	4	10	X	
Fall 2016	MDES2201W 002	Second Year Arabic I	5	Bettaieb, Rym	1	11	0	13	X	
Fall 2016	MDES2201W 003	Second Year Arabic I	5	Ahmar, May	1	14	1	6	X	
Spring 2017	MDES2201W 001	Second Year Arabic I	5	Absi, Ouijdane	0	14	6	7		

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Fall 2016	MDES2202W 001	Second Year Arabic II	5	Absi, Ouijdane	3	5	0	15	X	
Spring 2017	MDES2202W 001	Second Year Arabic II	5	Arabi, Rasha	2	14	2	5		
Spring 2017	MDES2202W 002	Second Year Arabic II	5	Bettaieb, Rym	1	10	1	12		
Spring 2017	MDES2202W 003	Second Year Arabic II	5	Ahmar, May	1	11	2	9		
Spring 2017	MDES2209W 001	Arabic for Heritage Speakers	5	Nouhi, Youssef	0	9	1	12		
Fall 2016	MDES4201W 001	Fourth Year Modern Arabic	5	Ben-Amor, Taoufik	3	6	1	7		
Fall 2016	MDES4210W 001	Third Year Arabic I	5	Faraj, Reem	0	10	2	9	X	
Fall 2016	MDES4210W 002	Third Year Arabic I	5	Absi, Ouijdane	2	8	2	1		
Summer 2017	MDES4210S 001	Third Year Arabic I	5	Faraj, Reem	0	3	1	3		
Spring 2017	MDES4211W 001	Third Year Arabic II	5	Faraj, Reem	0	7	1	2		
Spring 2017	MDES4211W 002	Third Year Arabic II	5	Absi, Ouijdane	1	5	0	0		
Summer 2017	MDES4211S 001	Third Year Arabic II	5	Faraj, Reem	1	2	1	2		
Spring 2017	MDES4213W 001	Fourth Year Modern Arabic	5	Ben-Amor, Taoufik	0	4	1	5		
Fall 2017	MDES4214W 001	Fourth Year Classical Arabic	5	Ben-Amor, Taoufik	0	0	2	5	X	
Fall 2016	MDES4216W 001	Advanced Arabic Grammar	4	Ben-Amor, Taoufik	0	9	0	0		
Spring 2017	MDES4216W 001	Advanced Arabic Grammar	4	Ben-Amor, Taoufik	1	3	1	5		
Spring 2018	MDES4217W 001	Fourth Year Classical Arabic II	5	Nouhi, Youssef	0	0	1	8		
Fall 2018	MDES4218W 001	Spoken Arabic I	4	Ahmar, May	0	0	0	0	X	
Summer 2017	MDES1210S 001	First Year Arabic I	5	Absi, Ouijdane	2	1	4	3		
Summer 2017	MDES1210S 002	First Year Arabic I	5	Arabi, Rasha	1	2	0	0		
Summer 2017	MDES1211S 001	First Year Arabic II	5	Absi, Ouijdane	0	7	4	2		
Summer 2017	MDES1211S 002	First Year Arabic II	5	Bettaieb, Rym	0	7	0	0		
Summer 2017	MDES1214S 001	Second Year Arabic I	5	Nouhi, Youssef	0	3	2	1		
Summer 2017	MDES1215S 001	Second Year Arabic II	5	Bettaieb, Rym	0	3	3	3		
Summer 2017	MDES4210S 001	Third Year Arabic I	5	Faraj, Reem	0	3	1	3		
Summer 2017	MDES4211S 001	Third Year Arabic II	5	Faraj, Reem	1	2	1	2		

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Summer 2017	MDES4210OC 00	Third Year Arabic I: Amman	5	Nouhi, Youssef	0	0	2	5		
Summer 2017	MDES4211OC 00	Third Year Arabic II: Amman	5	Nouhi, Youssef	0	0	2	5		
Summer 2017	MDES4212OC 00	Fourth Year Arabic I: Amman	5	Ben-Amor, Taoufik	0	0	0	2		
Summer 2017	MDES4213OC 00	Fourth Year Arabic I: Amman	5	Ben-Amor, Taoufik	0	0	0	2		
Fall 2016	MDES1301W 001	Elementary Armenian I	4	Karamanoukian, Charry	0	1	1	3	X	
Spring 2017	MDES1302W 001	Elementary Armenian II	4	Karamanoukian, Charry	0	1	0	3		
Spring 2018	MDES1309W 001	Armenian for Heritage Speakers	4	Karamanoukian, Charry	0	0	0	3	X	
Fall 2016	MDES2301W 001	Intermediate Armenian I	4	Karamanoukian, Charry	0	2	0	1	X	
Fall 2016	MDES4310W 001	Advanced Armenian I	4	Karamanoukian, Charry	1	0	0	0		
Spring 2017	MDES1313W 001	Intermediate Armenian II	4	Karamanoukian, Charry	1	3	0	0		
Fall 2016	MDES1501W 001	1st Year Modern Hebrew: Elementary I	5	Gonen, Illan	2	9	0	10	X	
Fall 2016	MDES1501W 002	1st Year Modern Hebrew: Elementary I	5	Gonen, Illan	2	12	3	10	X	
Spring 2017	MDES1502W 001	1st Year Modern Hebrew: Elementary II	5	Gonen, Illan	3	8	1	11		
Spring 2017	MDES1502W 002	1st Year Modern Hebrew: Elementary II	5	Gonen, Illan	0	11	1	13		
Fall 2016	MDES2501W 001	2nd Year Modern Hebrew: Intermediate I	5	Lewis, Yitzhak	1	16	2	9	X	
Fall 2016	MDES2501W 002	2nd Year Modern Hebrew: Intermediate I	5	Lewis, Yitzhak	2	17	0	6	X	
Spring 2017	MDES2502W 001	2nd Year Modern Hebrew: Intermediate II	5	Lewis, Yitzhak	1	16	0	5		
Spring 2017	MDES2502W 002	2nd Year Modern Hebrew: Intermediate II	5	Lewis, Yitzhak	2	17	1	11		
Fall 2016	MDES2517W 001	Hebrew for Heritage Speakers	4	Gonen, Illan	0	13	1	16	X	
Spring 2017	MDES2518W 001	Hebrew for Heritage Speakers	4	Lewis, Yitzhak	0	13	1	15		
Fall 2016	MDES4510W 001	3rd Year Modern Hebrew I	4	Harel, Naama	0	13	0	7	X	
Spring 2017	MDES4511W 001	3rd Year Modern Hebrew II	4	Harel, Naama	0	14	1	5		
Fall 2016	MDES1701W 001	Elementary Persian I	4	Honarmand, Saeed	9	13	5	11	X	
Fall 2017	MDES1701W 002	Elementary Persian I	4	Quay, Michelle	0	0	1	5	X	

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Spring 2017	MDES1702W 001	Elementary Persian II	4	Quay, Michelle	8	6	4	6		
Spring 2018	MDES1702W 002	Elementary Persian II	4	Quay, Michelle	0	0	3	7		
Fall 2016	MDES2701W 001	Intermediate Persian I	4	Honarmand, Saeed	2	5	8	5	X	
Fall 2018	MDES2701W 002	Intermediate Persian I	4						X	
Spring 2017	MDES2702W 001	Intermediate Persian II	4	Honarmand, Saeed	2	5	7	6		
Fall 2016	MDES4710W 001	Advanced Persian I	3	Honarmand, Saeed	2	2	1	3	X	
Spring 2017	MDES3702W 001	Advanced Persian II	3	Honarmand, Saeed	1	1	0	3		
Fall 2016	MDES1901W 001	Elementary Modern Turkish	5	Colak, Zuleyha	3	8	2	2	X	
Spring 2017	MDES1902W 001	Elementary Modern Turkish II	5	Colak, Zuleyha	2	7	2	2		
Fall 2016	MDES2901W 001	Intermediate Modern Turkish	5	Colak, Ihsan	4	3	1	3	X	
Spring 2017	MDES2902W 001	Intermediate Modern Turkish	5	Colak, Ihsan	4	3	1	2		
Fall 2016	MDES4910W 001	Advanced Turkish I	4	Colak, Zuleyha	2	3	0	1	X	
Spring 2017	MDES3902W 001	Advanced Turkish II	4	Colak, Zuleyha	1	6	0	2		
Fall 2016	MDES4921W 001	Elementary Ottoman Turkish	4	Colak, Ihsan	4	2	0	0	X	

## **PART IV – APPENDIX D**

### **LETTERS OF SUPPORT**

1. Letter from Paul Arcario, Provost, LaGuardia Community College
2. Letter from Thomas James, Provost and Dean of the College, Teachers' College
3. Letter from Christopher Stone, Director Arabic Program, Hunter College
4. Letter from Elizabeth Shovers, Executive Director, Global Language Project
5. Hannah Weitzer, Director of University and K-12 Partnerships, NaTakallam





Community College

**DARE TO DO MORE**

June 19, 2018

Professor Brinkley Messick  
Columbis University  
606 West 122<sup>nd</sup> St, Suite 301  
New York, NY 10027

Dear Professor Messick:

I write to express the strong interest of LaGuardia Community College, CUNY, in cooperating with the Middle East Institute at Columbia University in a project to promote the instruction in Middle Eastern studies at LaGuardia and other teaching institutions in the City University system and the New York metropolitan area.

We understand that under this joint project the Institute would:

1. Assist LaGuardia faculty to develop courses in Middle Eastern history, cinema, and literature to be co-taught by qualified graduate students from Columbia;
2. Partner with the LaGuardia Arabic department to offer enhanced conversation practice for Arabic students through *NaTakallam*, a non-profit organization that pairs Syrian and Iraqi refugees as conversation partners with students studying Arabic;
3. Work with full-time and part-time faculty at LaGuardia who teach in the humanities to strengthen their knowledge of Middle Eastern history through reading lists and seminars;
4. Stimulate student and public interest in the Middle East by supporting the New York Forum of Amazigh Film hosted and organized by LaGuardia in providing speakers for the film festival, a platform for scholarly interchanges, as well as screenings at Columbia;
5. Encourage student and public interest in the Middle East by providing faculty and graduate students from Columbia as guest speakers at LaGuardia on topics of general interest related to the region;
6. Continue to work with our faculty to broaden our cooperative efforts in the future.

I am designating Dr. Habiba Boumlik, Associate Professor, Education and Language Acquisition and Dr. Lucy McNair, Associate Professor of English as LaGuardia's liaisons for this project.

We are excited about the prospect of a connection with Columbia University's distinguished area studies programs and hope that the National Resource Center of the US Department of Education will be able to support this worthy effort.

Yours truly,

Paul Arcario  
Provost and Senior Vice President for Academic Affairs  
LaGuardia Community College, CUNY

**TEACHERS COLLEGE**  
**COLUMBIA UNIVERSITY**

OFFICE OF THE PROVOST AND DEAN OF THE COLLEGE

Professor Brinkley Messick  
Columbia University  
606 West 122<sup>nd</sup> Street  
Suite 301  
New York, NY 10027

Dear Professor Messick:

I write to express the strong interest of Teachers College, cooperating with the Middle East Institute at Columbia University, in a project to promote academic work in Middle Eastern studies at Teachers College.

I understand that under this joint project the Middle East Institute will further strengthen its long-standing partnership with Teachers College and encourage more TC students to study the diversity of the Middle East by:

- Supporting the depth and breadth of TC graduate students research on the Middle East with summer funding;
- Collaborating on conferences with TC, the first of which is planned for October 2018 on Anthropology and Education;
- Engaging Columbia faculty in advising interested TC students on Middle East course selection and research opportunities;
- Developing and supporting a new introductory course on the Middle East for Social Studies teachers at Teachers College.

Dr. Sandra Schmidt, Associate Professor of Social Studies and Education, and Dr. Amina Tawasil, Lecturer in Anthropology and Education, will serve as TC's primary contacts for this project. We very much look forward to our collaborative initiatives with the Middle East Institute, and we hope that the National Resource Center of the U.S. Department of Education will support this valuable effort.

All best wishes,



Thomas James  
Provost and Dean of the College  
Teachers College  
Columbia University



Department of Classical and Oriental Studies • 695 Park Avenue, New York, N.Y. 10021 • (212) 570-5716

Christopher Stone  
Associate Professor of Arabic  
Head of Arabic Division  
212-650-3138  
cst@hunter.cuny.edu

June 19, 2018

To Whom It May Concern:

I write this letter in support of Columbia University's Middle East Institute's application for Title VI funding for the 2018-22 cycle. Prior to the last cycle, the Institute reached out to the Arabic Program at Hunter College to explore collaboration possibilities. One of our biggest challenges in the Arabic Program at Hunter is to get students to study Arabic abroad. This is mostly because of the financial challenges our students face. We suggested that Columbia grant one of its annual summer FLAS scholarships to a Hunter student.

This program has proven to be extremely successful in its first 4 years. A committee of three faculty members at Hunter (myself, Alex Elinson (Arabic), and Jonathan Shannon (Anthropology and Middle East Studies)) have selected the scholarship winner for the past 4 years from an average of 10 applicants. We have chosen the scholarship winner based on academic achievement, a demonstrated commitment to learning Arabic and using it in one's professional life, and some evidence that without the scholarship summer study abroad would be difficult. 3 out of our 4 winners have been first-generation immigrant female students. Our 4<sup>th</sup> winner was a male non-traditional student of limited financial means: Faiza Masood, Fatoumata Bah, Fatma Tariq, and David Kanbergs.

Faiza went on to win a Marshall Scholarship (Hunter's first ever), and David and Fatoumata were both subsequently accepted into the prestigious Center for Arabic Study Abroad program (CASA). David is beginning a PhD program in Arabic Literature at NYU in the fall. Fatoumata plans to apply to graduate programs in Arabic after the CASA program. Fatma is still a student at Hunter and will be using her FLAS this summer. All 4 of our winners have used the grant at Morocco's Qalam wa-Lawh Institute.

Here are testimonies from two of our previous winners:

"Columbia's FLAS summer funding gave me the fantastic opportunity to study both Modern Standard Arabic and Moroccan Colloquial Arabic in Rabat. With FLAS funding I was able to work with a language institute to create a personalized curriculum that was tailored to my specific goals and needs. I was also able to arrange a home-stay with a local family, which allowed me to practice Arabic every day, and in a variety of situations. All of this practice and study directly led to my qualifying to participate in the prestigious

Center for Arabic Study Abroad (CASA) Program in Egypt the following year. Without the opportunity provided by FLAS funding, I would not have been able to gain the advanced Arabic skills that will be crucial to my academic career as I enter a doctoral program in Middle East Studies at NYU, with a focus on Arabic literature in North Africa.”

David Kanbergs

“The FLAS Fellowship was an amazing opportunity. I was able to improve my Arabic skills tremendously. One of the most rewarding aspect of the FLAS Fellowship is the freedom of choice and independence given to students about picking programs best-suited for them. Allowing me to pick my own program and my time of travel really made a difference. I was responsible for my own education and made decisions according to my plan, interests, and desire.

In addition to obtaining better skills in my target language, I also got to experience the culture and the people. The experience was truly immersive. I became involved in the community by volunteering at a not-for-profit organization. This helped me build on my Arabic speaking skills. Having the grant was amazing because it granted me the opportunity to advance my Arabic Studies in the field that I see myself growing in.

One of my interests is to work in public service assisting New York's immigrant communities, including the Arab immigrant and Arab-American community. Furthermore, I would like to work alongside agencies—both in the U.S. and abroad—whose mission is to assist refugees with resettlement and access to resources and services. This is needed now more than ever, and I have the personal background to empathize with this population in my work. My experience as a FLAS Fellow has set me up for that.

Fatoumata Bah

For the first 3 years of the grant we have limited applications to students who will have completed at least 2 years of Arabic before their summer abroad. If Columbia is awarded the grant again, we plan to open the scholarship up to more students by allowing students who will have completed just one year of Arabic to apply as well.

This scholarship has been a real boon to our Arabic program. Though just one scholarship, it has become something for all of our students to aim and compete for, and has thus raised awareness of the importance of study abroad for the students in our program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chris Stone', with a stylized, cursive script.

Christopher Stone

Dr. Brinley Messick  
Director, Middle East Institute  
Columbia University  
Knox Hall  
606 W 122<sup>nd</sup> Street  
New York, NY 10027

June 18, 2018

Dear Professor Messick,

This is a letter in support of the Middle East Institute's Title VI Grant Application.

I am the Executive Director of Global Language Project (GLP), a New York City based nonprofit that supports world-language learning through innovative teacher development and best-in-class curricula, thus enabling students, particularly those in underserved communities, to develop language proficiency for further education and the global workforce.

As you are well aware, GLP has had the pleasure of collaborating with the Middle East Institute at Columbia University over the last four years to run and expand its teacher training programs, namely its Arabic Teachers' Council and summer STARTALK program. We have been impressed by the MEI's work to provide academic opportunities for students throughout the tri-state area and are grateful for its support of GLP's mission.

The GLP Arabic Teachers' Council is a network and professional learning community for Arabic educators in the Northeast region. It provides a forum for Arabic teachers to network, collaborate, and share innovative approaches to teaching with the goal of strengthening and professionalizing the field of Arabic language. Over the last four years GLP has held 12 full-day Arabic Teachers' Council Conferences at the MEI, serving over 400 teachers. Additionally, each summer, GLP collaborates with the MEI to run a summer STARTALK teacher training program for Arabic, Mandarin, and Korean teachers. In this program, teachers learn how to plan lessons that gain and maintain student engagement. Over the last four years 96 teachers from across the country have participated in this program.

GLP plans to continue collaborating with the MEI on the Arabic Teachers' Council and the STARTALK summer program and have talked with the MEI team about ways to expand our partnership and to continue to reach teachers in schools across the country. The MEI is one of GLP's most important and long-term partners, and we are so glad to have the chance to have worked with you over the last four years and are excited to continue our partnership in the coming years.

Best,



Elisabeth Shovers  
Executive Director  
Global Language Project

**NaTakallam Letter of Support  
for Columbia University's Middle East Institute (MEI) Title VI Grant**



**June 18, 2018**

Dear Columbia University's Middle East Institute,

It is with great pleasure that we write this letter of support on behalf of NaTakallam as we finalize our partnership with Columbia University in the City of New York's Middle East Institute (MEI) as part of the outreach section of MEI's Title VI mandate for 2018-2022.

NaTakallam ("we speak" in Arabic) is a social enterprise that recruits, trains, and connects refugees and displaced persons with language learners worldwide for online language practice and cross-cultural exchange with native speakers. Students work with their Conversation Partners (CPs) – all of them individuals displaced by conflict – improving their speaking skills, learning about their CP's culture and story, and frequently developing friendships between worlds that are often polarized in the media and political spheres. Most importantly, NaTakallam CPs receive a much-needed income, new marketable skills, purpose, and re-gained dignity.

All of NaTakallam's services for academic institutions are centered around providing affordable and enriching opportunities that complement existing coursework. Our programming accommodates small and large group conversation sessions delivered in Arabic for language practice (MSA/Levantine) or in English for cross-cultural exchange related to the Arab world/migration, displacement and other topics.

NaTakallam is excited to partner with MEI to bring authentic Arabic learning and cultural exchange opportunities to the Columbia University community, as well as to the students at LaGuardia Community College and to public secondary schools in NYC and surrounding areas.

We firmly believe that this partnership between NaTakallam and MEI will thrive and we look forward to working with the institute to make language learning more accessible and humanitarian.

Sincerely,

A handwritten signature in black ink, reading "Hannah Weitzer", is positioned above a horizontal line.

Hannah Weitzer  
Director of University & K-12 Partnerships, NaTakallam  
[hannah.weitzer@natakallam.com](mailto:hannah.weitzer@natakallam.com)

Appendix D: Performance Measure Forms

Project Goal Statement 1: Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training. (AP2 and CPP 2)									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1.A Increase K-16 teachers' knowledge and use of Middle East content by at least 10% annually	1.A.1 NYCDOE accredited Teacher Training Workshops and Summer Institutes	1.A.1.a Number of teachers earning PD credit	Annual	Grantee/ program records	0	20	22	24	26
		1.A.1.b Number of total teachers participating	Annual	Grantee/ program records	0	40	44	50	55
		1.A.1.c Percentage of participating K-16 teachers who report increased knowledge of the Middle East as a result of workshops	Year 2 & 4	CEEP Outreach Survey	0	70%	77%	85%	93%
		1.A.1.d Percentage of participating K-16 teachers who report using /workshop content in their teaching	Year 2 & 4	CEEP Outreach Survey	0	35%	38%	42%	46%
	1.A.2 Joint conferences and workshops with Teacher College Anthropology Department	1.A.2.a Number of conferences and workshops held with TC's Anthropology Department	Annual	Grantee/ program records	0	2	2	2	2

**Middle East Institute at Columbia University  
National Resource Centers and Foreign Language and Area Studies Fellowships Programs**

C1

## Appendix D: Performance Measure Forms

1.B Increase production of qualified language instructors for NYC region school systems by at least 15% through collaboration with Global Language Project by the end of the grant period	1.B.1 K-16 Arabic language pedagogy workshops and curriculum development jointly with Global Language Project partners.	1.B.1.a Number of K-16 teachers and instructors participating in workshops	Annual	Grantee/ program records	0	45	52	60	69
1.C Increase curricular offerings on ME by introducing a new course at Teachers College for pre-service and in-service teachers by the end of the grant period	1.C.1 New semester-long introductory course on the ME for pre-service and in-service teachers in the Social Studies Department at TC	1.C.1.a Number of semester-long courses on ME in the Social Studies Department at TC	Year 1	Grantee/ program records	0	1	1	1	1



Appendix D: Performance Measure Forms

Project Goal Statement 2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges. (CPP 1 )									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
2.A Increase number of MSI faculty partnering in our co-teacher program to offer courses with ME content and number of students at partnering MSIs graduating with ME area studies coursework by 10% annually	2.A.1 Partnership with LaGuardia Community College	2.A.1.a Partnership agreement	Year 1	Institutional records	1	1	0	0	0
	2.A.2 Collaborate with LaGuardia faculty to develop courses on ME history, cinema, and literature to be co-taught by qualified graduate students from Columbia	2.A.2.a Number of faculty at partnering MSIs who offer courses with ME area studies content	Annual	MSI Registrar	0	2	3	3	4
		2.A.2.b Numbers of students at partnering MSIs enrolled in courses with ME area studies content	Annual	MSI Registrar	0	40	45	50	55
		2.A.2.c Percentage of participating MSI faculty and students who report increased interest and use of ME area studies content and resources as a result of participation	Year 2 & 4	CEEP Outreach Survey	0	45%	50%	55%	61%

# Appendix D: Performance Measure Forms

2.B Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually.	2.B.1 Public programming at LaGuardia to increase awareness of Middle East on campus: Co-sponsoring yearly New York Forum of Amazigh Film	2.B.1.a Number of public programs	Annual	Grantee/ program records	0	1	1	2	2
	2.B.2 CU guest speakers in classrooms and public lectures at La Guardia to introduce field of Middle East Studies	2.B.2.a Number of CU guest speakers in-classroom and public lectures at La Guardia introducing ME studies	Annual	Grantee/ program records	0	4	5	6	8
	2.B.3 Open select CU faculty initiatives, such as the Ifriqiyya, Shari'a and Islamic History workshops to CUNY colleges' faculty	2.B.3.a Number of CU initiatives available to CUNY college faculty	Annual	Grantee/ program records	0	3	3	3	3
		2.B.3.b Number of CUNY college faculty participants	Annual	Grantee/ program records	0	4	5	6	8
2.C Increase opportunities for MSI students' studying Arabic comprehension and speaking skills by 25% by the end of the grant period	2.C.1 One-on-one conversation practice sessions for LaGuardia Arabic program students through NaTakallam	2.C.1.a Number of one-on-one conversation practice sessions	Annual	Grantee/ program records	0	160	170	185	200

Appendix D: Performance Measure Forms

Project Goal Statement 3: Increase participation of professional schools students in area studies and in study of priority ME languages at Columbia LCTLs.									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
3.A Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15% by the end of the grant period	3.A.1 Lectures and conferences with journalists, legal and international affairs experts and leaders from the region	3.A.1.a Number of events held	Annual	Grantee/ program records	0	40	45	50	55
		3.A.1.b Number of participants at events	Annual	Grantee/ program records	0	16000	1575	1750	1925
3.B. Increase the number of students taking one or more semester of "Language Maintenance Tutorials" through the LRC by 10% by the end of the grant period	3.B.1 Support for LRC's semester-long Language Maintenance tutorials (LMT) in Arabic, Hebrew, Turkish and Persian	3.B.1.a Number of students taking one or more semester of "Language Maintenance Tutorials" in Arabic, Hebrew, Turkish and Persian	Annual	Grantee/ program records	0	10	11	13	14

## Appendix D: Performance Measure Forms

3.C. Increase the number of students participating /attending informal language learning events by 20% by the end of the grant period	3.C.1 Area language tables in Arabic, Turkish and Persian	3.C.1.a Number of students participating in language tables	Annual	Grantee/ program records	0	30	32	34	36
	3.C.2 Screenings of original language films	3.C.2.a Number of students attending screenings of original language films	Annual	Grantee/ program records	0	120	130	140	144

## PART I: FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

**Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☐ Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$268,529 Year 2: \$269,977 Year 3: \$269,216 Year 4: \$268,284

FLAS Request

Year 1: \$394,500 Year 2: \$394,500 Year 3: \$394,500 Year 4: \$394,500

**Type of Applicant**

- ☒ Single institution **MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY**  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input checked="" type="checkbox"/> MIDDLE EAST          |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

**Arabic, Armenian, Hebrew, Persian, Turkish**

Middle East Institute at Columbia University  
National Resource Centers and  
Foreign Language and Area Studies Fellowships Programs

**Middle East Institute at Columbia University  
National Resource Centers and  
Foreign Language and Area Studies Fellowships Programs**

PR/Award # P015A180080

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### ***PART III: Description: Diverse Perspectives and a Wide Range of Views in funded activities***

Universities are unique institutions at which unfettered speech is not only tolerated but also encouraged. When there is civil, but tough-minded debate over conflicting ideas, it becomes a critical part of the education of students and faculty in the university community.

Jonathan Cole, Provost, Columbia University

In accord with the character and broader mission of the university, the Middle East Institute's Title VI funding is used in multiple ways to ensure that a diversity of views are represented, rigorous research informs lectures, and workshops, academic freedom and free speech are protected, and debate is civil and open. In our public programming and outreach, we insure that our speakers are experts who represent many points of view. Our Executive Committee is committed to insuring that the Middle East Institute remains a force for intellectual exchange and educational outreach at Columbia and in the broader public sphere.

Our professional development courses for teachers present broad and informed views of the issues that affect the region, through reading materials and faculty presentations, which are designed to convey a full range of perspectives. The MEI sponsors or co-sponsors numerous events for the public that introduce the views not just of scholars but of journalists, professionals in humanitarian and international organizations, and speakers from US Government Agencies whose differing familiarities with the region enable them to present cogent, nuanced and balanced evaluations of policies and politics. We have an especially rich roster of speakers from Turkey, the Arab world and Israel, through co-sponsorships with other units on campus. Major controversies of our time that relate to the ME region are directly addressed through the institute-supported network, in the dissemination of research-based knowledge and scholarly analyses.

- MEI faculty members are world leaders in staging debates around both LGBTQ relations (Massad, *Desiring Arabs*) and the politics of women and gender (Abu-Lughod, *Do Muslim Women Need Saving?*);
- The MEI-launched Shari'a Workshop, a faculty and graduate student forum offers an academic response to the so-called "shari'a panic," an Islamophobic fear of a purported Islamic law encroachment on the U.S.;
- Controversy around climate change will be the focus of a MEI-GSAPP series in 2018-19.
- Concerning Iran, and contemporary Sunni-Shi'i tensions, Columbia houses both the policy platform *Gulf/2000*, which the MEI supports administratively, supplemented by a MEI-sponsored speaker series on Iran and Persian culture and by the institute's own Shi'i Studies faculty (Dabashi, Haider) and its visiting Mahdi scholars;
- Regarding the Israeli-Palestinian conflict, Columbia is an epicenter of scholarship and debate, featuring two of the MEI's affiliates, the venerable Institute for Israel and Jewish Studies (founded 1950) and the Center for Palestine Studies (2010), an academic center unique in North America. Beyond the exceptionally rich range of faculty research, programming and related views represented at Columbia is a parallel spectrum of student organizations including: Students Supporting Israel (SSI), Jewish Voice for Peace (JVP) and Students for Justice in Palestine (SJP).

**PART III**  
***Description: Government Service in Areas of National Need and in Other  
Employment Sectors***

Columbia University, through its Center for Career Education (CCE), is committed to providing graduate and undergraduate students with a wide range of career counseling, internship opportunities, and recruitment events. These efforts are enhanced by the work of the Office of Career Services (OCS) at the School of International and Public Affairs (SIPA) which facilitates access to opportunities in a broad range of government agencies, NGOs, the United Nations, the IMF, World Bank and international organizations. In addition, SIPA specifically trains students for employment in positions in the government (State, Defense, Homeland Security, Intelligence agencies, and Congressional Offices). SIPA offers over 24 courses annually relating to cybersecurity, training students who will work in the government, at financial institutions, tech companies, and internationally.

Other schools and institutes, like the School of Public Health and Earth Institute, already manage multi-million dollar projects in South Asia and Africa in which current students and recent graduates find challenging opportunities for career development. The Middle East Institute (MEI) interfaces to a greater or lesser degree with all of the above and in addition is developing its own program for identifying internship opportunities in the ME in order to enhance students' practical training.

We also focus on providing talented undergraduate students with the opportunity to explore careers in international security, the Departments of State and Defense, and the various intelligence services. We have a highly motivated veteran student population pursuing undergraduate degrees in Middle East studies and seeking language training in Arabic, Persian, and Turkish. Some are pursuing advanced degrees in International Affairs, particularly in security studies. We work to prepare these students, like others specializing in the Middle East, for government service, including by collaborating with the CCE in arranging recruiting events sponsored by such agencies as US Navy Intelligence and the CIA and led by officers who are alumni of Columbia.

The Global Scholars Program at Columbia in partnership with Hostos Community College in the Bronx, is designed specifically to prepare a cohort of students for careers in the foreign service and defense related fields. Some of these students choose a Middle East specialization and study Arabic. The program brings to Columbia students from groups underrepresented in the State and Defense Departments. They complete their undergraduate degrees at Columbia and then go on to complete their MIA degree at SIPA. The program is supported by grants from the Department of Defense and the Department of State.

Because of the decrease in the number of academic jobs for Ph.D. students, the Graduate School of Arts & Sciences initiated several years ago workshops and information sessions, most in collaboration with the CCE, to introduce Ph.D. students early in their graduate studies to possible career paths different from traditional academe. For students working on doctorates in cultural areas of particular national interest, this process opens up a world of possibilities in government and international service. The director and staff of the MEI are always available to interface with this process and counsel Ph.D. students on alternative career possibilities dealing with the region.



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY  
BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

ED-524 SECTION C: BUDGET NARRATIVE

Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
<b>A&amp;B. SALARIES &amp; BENEFITS</b>					
<b>A1. <u>Center Administrative Salaries</u></b>					
A1.1 Associate Director & Grant Manager (Astrid Benedek) <i>50% FTE</i>	\$44,000	\$44,880	\$45,778	\$46,693	\$181,351
AP2/CP1 A1.2 Outreach Coordinator (Dahlia El Zein) <i>50% FTE</i>	\$30,000	\$30,600	\$31,212	\$31,836	\$123,648
A1.4 Program Manager (Simone Rutkowitz) <i>50% FTE</i>	\$23,500	\$23,970	\$24,449	\$24,938	\$96,858
<b>A1. Subtotal:</b>	<b>\$97,500</b>	<b>\$99,450</b>	<b>\$101,439</b>	<b>\$103,468</b>	<b>\$401,857</b>
<b>A2. <u>Non-language Instruction</u></b>					
A2.1 Iran; Gulf <i>(Potter, 2 courses/yr 50%)</i>	\$8,500	\$9,000	\$9,000	\$9,000	\$35,500
A2.2 Modern Turkey/Turkish Culture and Literature <i>(tbd 1 course/yr 50%)</i>	\$4,250	\$4,500	\$4,500	\$4,500	\$17,750
A2.3 Security Issues ME/ME Politics <i>(Weinberger, 1 course/yr 50%)</i>	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
AP2/CP2 A2.4 Introduction to the ME, TC Dept. of Social Studies <i>(Ahsan, 1 course/year 50%)</i>	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY  
BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
<b>A2. Subtotal</b>	<b>\$21,250</b>	<b>\$22,000</b>	<b>\$22,000</b>	<b>\$22,000</b>	<b>\$87,250</b>
<b>A. Salaries SUBTOTAL:</b>	<b>\$118,750</b>	<b>\$121,450</b>	<b>\$123,439</b>	<b>\$125,468</b>	<b>\$489,107</b>
<b>B. FRINGE BENEFITS @ 30.3%</b>	<b>\$39,188</b>	<b>\$40,079</b>	<b>\$40,735</b>	<b>\$41,404</b>	<b>\$161,405</b>
<b>TOTAL SALARY + FRINGE BENEFITS</b>	<b>\$157,938</b>	<b>\$161,529</b>	<b>\$164,174</b>	<b>\$166,872</b>	<b>\$650,512</b>
<b>C. TRAVEL</b>					
C1. Center staff travel					
a. MESA Annual Meeting	\$200	\$200	\$200	\$200	\$800
b. Center Evaluators Travel		\$700		\$700	\$1,400
C2. Adjunct Faculty Travel Support	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
C3. Language Faculty Travel for Professional Development	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
C4. MEI Events Travel					
a. Domestic Train, air and local travel	\$5,000	\$4,500	\$4,000	\$4,500	\$18,000
b. International travel	\$6,000	\$4,000	\$4,000	\$4,000	\$18,000
<b>C. SUBTOTAL:</b>	<b>\$14,200</b>	<b>\$12,400</b>	<b>\$11,200</b>	<b>\$12,400</b>	<b>\$50,200</b>
<b>D. SUPPLIES</b>					
Events Announcements, reproduction	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
<b>D. SUBTOTAL:</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$2,500</b>	<b>\$10,000</b>

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY  
BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
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## E. CONTRACTUAL SERVICES

II. Evaluation services provided by CEEP		\$20,000		\$20,000	\$40,000
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<b>E. SUBTOTAL:</b>		<b>\$20,000</b>		<b>\$20,000</b>	<b>\$40,000</b>
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## F. - H.: OTHER

### F1. Public Lectures

a. MENA Forum	\$500	\$500	\$500	\$500	\$2,000
b. Peninsular Lecture Series	\$1,000	\$1,000	\$1,000		\$3,000
c. In Translation (Translation theory and the act of Translating)	\$6,000		\$6,000		\$12,000
d. In Change: On Regional Environments		\$6,000		\$3,000	\$9,000
e. In Motion: Mobility Studies	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
f. New Works: Book Launches	\$2,000	\$2,000	\$2,000	\$1,000	\$7,000

### F2. Annual Conferences/Workshops

a. Arabic Literature/Adab	\$5,000		\$5,000		\$10,000
b. Towards a New Islamic Studies	\$3,000	\$1,000	\$3,000	\$1,000	\$8,000
c. Religion, Culture and Public Life	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000

### F3. Cultural Programming

a. Film screenings (North African Film, Minorities on Screen, Presenting Politics)	\$2,000	\$2,000	\$2,000	\$1,000	\$7,000
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<b>F. SUBTOTAL</b>	<b>\$21,500</b>	<b>\$14,500</b>	<b>\$21,500</b>	<b>\$8,500</b>	<b>\$66,000</b>
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## G. ACADEMIC WORKSHOPS

a. Ifriqiyya	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
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MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY  
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Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
b. Shar'ia Workshop	\$2,500	\$1,000	\$1,500	\$1,000	\$6,000
c. Islamic History Workshop	\$1,500		\$1,500		\$3,000

<b>G. SUBTOTAL</b>	<b>\$5,000</b>	<b>\$2,000</b>	<b>\$4,000</b>	<b>\$2,000</b>	<b>\$13,000</b>
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## H. OUTREACH

### **K-14 Teacher Capacity Building**

<b>AP2</b>	H1. Professional Development Courses for NYC & Tristate Teachers				
	a. Faculty Honoraria	\$1,500	\$1,500	\$1,500	\$6,000
	b. Resource Materials	\$500	\$500	\$500	\$2,000

<b>AP2</b>	H2. Bi-annual GLP Workshops for Arabic Language Teachers				
	a. Facilities, Security and other costs	\$800	\$800	\$800	\$3,200

<b>AP2/CP2</b>	H3. Annual conferences at Teachers College				
	a. Honoraria	\$1,000	\$1,000	\$1,000	\$4,000

### **Postsecondary institutions outreach: LaGuardia Partnership**

<b>CP1</b>	H4. K-14 Arabic Language Enrichment with NaTaKallam				
	a. Conversation practice sessions for LaGuardia Arabic language students	\$15,000	\$8,800	\$14,000	\$46,800

<b>CP1</b>	H5. CU Graduate students, to co-teach at LaGuardia				
	a. Honoraria	\$4,500	\$3,500	\$3,500	\$15,000

<b>CP1</b>	H6. Public events at LaGuardia				
	a. Contribution to Amazigh Film Festival and Academic Panel Discussion	\$8,500	\$8,500	\$8,500	\$34,000

	H7. Public Lectures by CU Speakers Bureau at LaGuardia				
	a. Honoraria	\$1,200	\$1,200	\$1,600	\$5,200

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BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
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<b>H. SUBTOTAL</b>	<b>\$33,000</b>	<b>\$25,800</b>	<b>\$31,400</b>	<b>\$26,000</b>	<b>\$116,200</b>
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### **I. LANGUAGE TRAINING**

#### **I1. Resource Development Grants to Columbia Language Instructors**

a. Arabic web-based materials	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
b. Persian audio/visual materials	\$2,500		\$2,500		\$5,000

<b>I2. Professional Development Grants for Language Instructors</b>	<b>\$1,500</b>	<b>\$750</b>	<b>\$1,500</b>	<b>\$750</b>	<b>\$4,500</b>
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#### **I3. Language acquisition opportunities outside the classroom**

a. Contribution to LRC Language Maintenance Program	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
b. Arabic Language Table	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
c. Hebrew language Lectures	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
d. Persian Language Table	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
e. Turkish Language Table	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000

<b>I. SUBTOTAL</b>	<b>\$14,500</b>	<b>\$11,250</b>	<b>\$14,500</b>	<b>\$11,250</b>	<b>\$51,500</b>
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<b>F-I. SUBTOTAL:</b>	<b>\$74,000</b>	<b>\$53,550</b>	<b>\$71,400</b>	<b>\$47,750</b>	<b>\$246,700</b>
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<b>TOTAL DIRECT COSTS</b>	<b>\$248,638</b>	<b>\$249,979</b>	<b>\$249,274</b>	<b>\$249,522</b>	<b>\$997,412</b>
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MODIFIED TOTAL DIRECT COSTS	\$248,638	\$249,979	\$249,274	\$234,522	\$982,412
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INDIRECT COSTS @8%	\$19,891	\$19,998	\$19,942	\$18,762	\$78,593
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<b>TOTAL NRC</b>	<b>\$268,529</b>	<b>\$269,977</b>	<b>\$269,216</b>	<b>\$268,284</b>	<b>\$1,076,005</b>
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MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY  
BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

Priority Activity	Year 1	Year 2	Year 3	Year 4	Total, Years 1-4
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## FLAS FELLOWSHIPS

### Academic Year FLAS Awards

a. Graduate Student Awards					
- (9) Institutional payments @\$18,000	\$162,000	\$162,000	\$162,000	\$162,000	\$648,000
- (9) Subsistence allowance @\$15,000	\$135,000	\$135,000	\$135,000	\$135,000	\$540,000
<b>AY Graduate Request Subtotal</b>	<b>\$297,000</b>	<b>\$297,000</b>	<b>\$297,000</b>	<b>\$297,000</b>	<b>\$1,188,000</b>
b. Undergraduate Student Awards					
- (2) Institutional payments @\$10,000	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
- (2) Subsistence allowance @\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
<b>AY Undergraduate Request Subtotal</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$120,000</b>

<b>Total AY FLAS Request</b>	<b>\$327,000</b>	<b>\$327,000</b>	<b>\$327,000</b>	<b>\$327,000</b>	<b>\$1,308,000</b>
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### Summer FLAS Awards

a. (9) Institutional payments @\$5,000	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
b. (9) Subsistence allowances @\$2,500	\$22,500	\$22,500	\$22,500	\$22,500	\$90,000

<b>Total Summer FLAS Request</b>	<b>\$67,500</b>	<b>\$67,500</b>	<b>\$67,500</b>	<b>\$67,500</b>	<b>\$270,000</b>
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<b>TOTAL FLAS REQUEST</b>	<b>\$394,500</b>	<b>\$394,500</b>	<b>\$394,500</b>	<b>\$394,500</b>	<b>\$1,578,000</b>
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<b>GRAND TOTAL NRC/FLAS</b>	<b>\$663,029</b>	<b>\$664,477</b>	<b>\$663,716</b>	<b>\$662,784</b>	<b>\$2,654,005</b>
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